

PUPIL PERSONNEL SERVICES
IN AMERICAN SCHOOLS

PUPIL
IN



ALLYN AND BACON, INC.

BOSTON, 1962

PERSONNEL SERVICES AMERICAN SCHOOLS

20222

MLSU - CENTRAL LIBRARY



22808EX

DUGALD S. ARBUCKLE

*Professor of Education and
Director of Counselor Education
Boston University*

© Copyright, 1962, by Allyn and Bacon, Inc.,
150 Tremont Street, Boston. All rights re-
served. No part of this book may be repro-
duced in any form, by mimeograph or any other
means, without permission in writing from the
publishers.

Library of Congress Catalog Card Number: 62-13480

Printed in the United States of America

PREFACE

This book is a revision of the volume, *Guidance and Counseling in the Classroom*, and it also represents a revision in a point of view. It is concerned primarily with those personnel services which have been generally known as *guidance services*, thus the teacher and the school counselor are the two professional individuals who are the major concerns of this book. The fact that the particular functions of other personnel workers, such as the school psychologist, the school social worker, the visiting teacher and the school nurse, may be mentioned only briefly should not be taken to mean that they are of minor importance. However, it is the feeling of the author that in the modern American school, it is the teacher and the school counselor who are the two primary individuals involved in pupil personnel services. It is about them, and the pupil personnel services in which they are involved, that this book is written. There are sharp differences, however, between the teacher and the school counselor, and each performs unique functions which cannot be performed by the other.

My thanks to June Holmes and Larry Litwack of Boston University, who aided in the revision of two of the chapters.

D.S.A.

CONTENTS

part one THE CULTURE, THE SCHOOL, AND THE CHILD

one THE CULTURE AND THE SCHOOL

Fundamental American Cultural Precepts

The World of Work

Basic Phenomena of the American Culture

The American School and Its Functions

Changes in the School

Books to Read

two THE CHILD, HIS NEEDS, AND HIS PROBLEMS

Concepts of the Individual

The Needs of Children

Problems of Children

Identification of Problems

Books to Read

part two PUPIL PERSONNEL SERVICES
IN THE MODERN AMERICAN SCHOOL

three	THE PLACE OF PUPIL PERSONNEL SERVICES IN THE AMERICAN SCHOOL	86
	<i>The Meaning of Guidance and Pupil Personnel Services</i>	86
	<i>Misconceptions About Pupil Personnel Services</i>	91
	<i>Functions of Pupil Personnel Services</i>	96
	<i>Books to Read</i>	97
four	THE PLACE OF THE TEACHER IN PERSONNEL SERVICES	99
	<i>Difficulties Facing the Teacher Attempting to Function as a Counselor</i>	108
	<i>Personality of the Teacher</i>	122
	<i>Mental Health Characteristics of the Teacher</i>	138
	<i>Functions of the Teacher</i>	141
	<i>Books to Read</i>	156

part three
THE PUPIL PERSONNEL SERVICES

five	THE COUNSELING SERVICE	160
	<i>The What and Why of the Counseling Process</i>	161
	<i>Counseling Methodologies</i>	168
	<i>The Counseling Process</i>	189
	<i>Problems of Beginning Counselors</i>	202
	<i>Books to Read</i>	211

six	TEACHERS AND COUNSELORS IN ACTION	212
	<i>Group 1</i>	214
	<i>Group 2</i>	221
	<i>Group 3</i>	237
seven	MEASUREMENT AND TESTING	252
	<i>School Records</i>	252
	<i>Use of Tests and Inventories</i>	262
	<i>Use of Pupil Data</i>	269
	<i>Measurement of Intelligence</i>	271
	<i>Measurement of Achievement</i>	279
	<i>Measurement of Interests</i>	283
	<i>Measurement of Aptitudes</i>	286
	<i>Measurement of Personality</i>	289
	<i>Books to Read</i>	299
eight	A CASE STUDY	300
	<i>Symptoms</i>	301
	<i>Information</i>	302
	<i>Diagnosis</i>	314
	<i>Treatment and Prognosis</i>	315
	<i>Books to Read</i>	315
nine	THE INFORMATIONAL SERVICE	316
	<i>Occupational Information</i>	320
	<i>Educational and Social Information</i>	323
	<i>Purposes of Occupational Information</i>	323
	<i>Purposes of Educational and Social Information</i>	329
	<i>Integrating Occupational Materials into the Curricular Process</i>	332

	<i>Integrating Educational and Social Materials into the Curricular Process</i>	337
	<i>The Distribution of Occupational Information</i>	337
	<i>The Distribution of Educational and Social Information Placement</i>	344
	<i>Books to Read</i>	346
		347
ten	THE STUDENT GROUP	348
	<i>Characteristics of the Group</i>	349
	<i>Types of Group Activities</i>	355
	<i>The Group Leader</i>	369
	<i>Training for Group Participation</i>	378
	<i>The Organization of a Group</i>	384
	<i>Books to Read</i>	386
	part four ORGANIZATION OF PUPIL PERSONNEL SERVICES	
eleven	ORGANIZING PUPIL PERSONNEL SERVICES	390
	<i>Principles of Organization</i>	391
	<i>How to Organize the Personnel Services Program</i>	398
	<i>Differences in the Organization of Elementary and Secondary School Personnel Services Programs</i>	401
	<i>Causes of Difficulty in the Organization of the Personnel Services Program</i>	401
	<i>Examples of the Organization of Pupil Personnel Services</i>	407
	<i>Books to Read</i>	413
	INDEX	415

PUPIL PERSONNEL SERVICES
IN AMERICAN SCHOOLS

part one

THE CULTURE,
THE SCHOOL,
AND THE CHILD

one

THE CULTURE AND THE SCHOOL

Just as a guidance or pupil personnel services department cannot afford to isolate itself from the rest of the school, so the school cannot afford to isolate itself from the community which supports it. Nor can the community isolate itself from the general American culture, any more than the American culture can build walls along its shores to isolate itself from the rest of the world. Whether we like it or not, the world has suddenly shrunk, and everyone is becoming involved in what happens to everyone else. It would seem fitting, then, to introduce this book on pupil personnel services in the school, and the role of the teacher and the counselor in these services, by first looking at the culture in which the school exists, then at the school in which the personnel services exist, and then, finally, at the actual pupil personnel services.

FUNDAMENTAL AMERICAN CULTURAL PRECEPTS

Most Americans would probably accept the following concept of the culture as given by Hoebel ¹

¹ E. Adamson Hoebel *Man in the Primitive World* New York: McGraw Hill, 1958
p. 7

Culture is the sum total of integrated learned behavior patterns which are characteristic of the members of a society and which are therefore not the result of biological inheritance

Most would probably also agree that, like most cultures, the American culture shows a process of selection, well described by Benedict ²

The cultural pattern of any civilization makes use of a certain segment of the great arc of potential human purposes and motivations. The great arc along which all possible human behaviors are distributed is far too immense and too full of contradictions for any one culture to utilize even any considerable portion of it. Selection is the first requirement

It would appear that those sociologists and anthropologists who might be considered as 'experts' of the culture can identify, in a somewhat specific and discrete fashion, the existence of an American culture, even though some might look down their noses and say that it is a somewhat uncultured culture. In discussing the various aspects of the culture and its relationship to the individual, one might keep in mind a comment by Opler ³

The fact is that culture is not a uniform mold completely determining kinds of affect associated with parental or sibling relationships and the exact quality of self and sexual identification. It does however favor certain stress systems and sanction given styles of emotional expression. Since culture is interpreted within people and often in unconscious depth it cannot be considered external in the meanings, aspirations and strivings of its carriers. While all cultures subserve invariant imperatives of every socio-cultural order such as maintaining systems of social control, prestige production and distribution, child rearing or assigning significant meanings to human existence and interpersonal ties, such universal human needs are met differently depending on cultural evolution and cultural epoch

Let us look now at several precepts which would appear to be pertinent to the American culture at its present stage of evolution and in its present epoch ⁴

1 A first basic concept is that man directs his own destiny, and that material and social conditions of life are improvable. The American culture is not one where a man humbly accepts his low position in life, and assumes that he can do nothing about it. From rail splitter to

² R. F. Benedict *Patterns of Culture* Boston: Houghton Mifflin 1934 p. 237

³ Marvin K. Opler, *Entities and Organization in Individual and Group Behavior: A Conceptual Framework*, *Group Psychotherapy* 9:290-300, December 1956

⁴ A more detailed discussion of these points appeared in *American Culture in Perspective*, an unpublished paper by E. Adamson Hoebel

President, despite the opulence currently associated with presidential figures, is a dream that is a very real part of the American culture, and there is a firm belief that somehow, someday, one can really become what he wants to become. Americans are materialistic, and it is interesting to note that they sometimes appear to be very apologetic about this, as if they should be ashamed of themselves. Very often an American will admit, sadly, 'Yes, I guess it is true that we're materialistic.' While one may question too much in the way of materialism, the real attitude of many of those who criticize the materialism of America is simply envy of the 'have not' directed against the 'have'.

The America of today is like the America of yesterday in that it usually honors the man who does things or makes things, as he did in the frontier days. The admired men were those who opened the trails and tamed the country — the ranchers and the cowboys and the farmers. The preachers and the teachers didn't have much effect, and were generally held in low esteem, and often in open contempt. Even today, the few times that teachers or preachers appear in movies or television dramas of the Old West they are portrayed, at best, as people to be pitied rather than admired.

The income of a person who makes the product of an idea is usually far greater than that of the person who created the idea, and often the one who sells the product makes even more. Even education is centered in doing or making, and the part of education that receives the most in the way of federal support is that part of the system where there is some visible end product — a missile, for example. The recent spurt in interest in education, and in the provision of more federal moneys for it, has not been because Americans have suddenly felt that they should become a more understanding and broadly educated people. It is primarily because we are falling behind other people, particularly the Russians, in the production of goods, particularly in instruments of death and destruction. The hero is the scientist or technician, not the artist or historian. It is a blow to the American people to have to accept another country as first in the production of something and Sputnik was a blow not so much because of what it might mean to America but more simply because it meant that another country had been able to do something that we had been unable to do. The feeling that we direct and control our own destiny has also spilled over and affected our attitude toward other countries and we have had an irritating habit of assuming that everyone else wants to be like us.

This precept has also posed a problem for the provision of personnel services, in that their results are often intangible. Many a personnel director has found that the only way he can justify his existence is to

produce some empirical evidence of the results of his labors such as an improvement in the children's grades a higher number of students admitted to college more students getting better jobs and so on Very often a criterion of success such as the development of greater self understanding would be quite unacceptable to the members of a school committee

2 Another cultural precept—an outcome of the first really—is that we tend to be a rational and pragmatic people rather than a mystical or religious people The average American doesn't pray for things to happen He goes out and makes them happen and thus things happen more frequently in America than in most countries other than in those whose people are even more pragmatic than Americans If an American can't understand something he is not likely to ask for divine help or go through some mystical ritual He sits down and works out an answer and even though his coins are engraved In God We Trust it is fairly obvious that he trusts in himself primarily

Even religion has become loud and brassy rather than quiet and contemplative It is intriguing to notice fans of a football team from Our Lady of Sorrows High School screaming death and destruction to the opposing team from Our Home of the Good Shepherd! Church attendance too is probably more representative of a societal requisite than it is of a religious belief Church attendance is considered something of a necessity among business leaders like heading up charitable and educational organizations and political figures particularly make sure that they have some pictures taken indicating that they are devout All of this of course may be pro-church but it is basically anti religious

This pragmatism has got us to where we are but at the same time it carries with it the seeds of destruction We may look askance at some religious order which considers the contemplation of one's navel as a basic necessity but we may wonder also about a culture which can produce mechanical and technological wonders and yet not be able to develop in man the attitudes so that he can use these marvels for some purpose other than his own destruction

3 Another precept is that of equality of opportunity for self realization The former precept that man is master of his own soul also means that every man should have the chance to show who he is and what he can do This may be one of the reasons why there has really never been such a thing as a professional peacetime army in the United States The American may have made a good fighting man when he had to be one but he lived for the day when he could get out and very few Americans in peacetime want the regimented life of the armed

services. Rarely indeed has the author heard a young man speak in anything but negative terms about his recent two-year or six-month hitch in the armed forces. One of the attractions of college life, or life in the "Peace Corps," is that it may postpone or delay indefinitely the day when the draft board catches up with the young man.

Counselors often view their function as one in which they drag, push, or pull the unwilling student to "self-realization" and to "complete achievement of his potential." It is intriguing to note how, in educational circles, "under-achievement" has become almost a worse term than "delinquent." We seem to definitely have accepted the idea that it is a sin to under-achieve, even though we are not quite sure what the term means, and how we would measure it if we knew what it meant. The under-achiever may sometimes be an individual who is learning much, but he is not learning what the teacher wants him to learn. We usually praise the over-achiever, who may be a much more seriously disturbed child who is trying desperately to do exactly what the teacher tells him he must do.

This precept has not been universal, however, and the American negro is the most conspicuous example of one to whom it does not always apply, although this lack of application is more noted in some parts of the country than in others. More recently, too, the law of the land has been stressing the rights of all people, although not all people are accepting the law of the land.

We may wonder, too, if this resistance to authority and control is something which is gradually disappearing in the American culture. In many states, for example, the worker cannot find a job unless he is a true and loyal member of a union; a college student cannot benefit from the National Defense Education Act unless he swears that he is a true-blue American who does not want to overthrow the government of the United States (as if a true revolutionary would be concerned with such a minor charge as perjury), and in some colleges even the job of the professor depends on his avoidance of certain touchy topics. As an individual becomes more and more dependent on a monolithic state, his individuality will almost certainly be eroded, and his freedom to be an individual will be lessened. It is a sad thing to note that many of the new "democracies" of Africa, countries which have shouted loud and long for their freedom, are quite unwilling to grant freedom to their own people. Many of the new voices in the United Nations, those who talk the loudest about democracy and freedom, conveniently forget about their suppression of opposition among their own people, and doing away with a free press is often one of the first acts in a "new

democracy Too often the white imperialist is being replaced by the black autocrat and the only difference to most of the citizens is that the club that strikes them is held by a black hand rather than a white one

Nevertheless, even though our current President of the United States represents three generations of millionaires and even though the competitors for his position are most likely to be individuals who also represent great wealth still these are people whose families have made money in the good old American way Making money in a possibly questionable way is sometimes considered to be more of an indication of the achievement of the American dream than being involved in an occupation in which one does not earn very much money—for example being a school counselor It is always astonishing to note how political figures can be shown to be involved in questionable and unethical practices and then come back and be re-elected by their grateful constituents who seem to harbor a sort of sneaking admiration for them

4 A final cultural precept is that our values lie ahead rather than behind us This again is a fairly natural aspect of a young a growing and a dynamic society and politicians are frequently elected on the basis of promises of change and doing something new even when times are good Children growing up take for granted the idea that things will change and will be different when they are adults The rate of change may be accelerating but the youth of today are not greatly disturbed by this since this is to them a normal pattern The anxieties of youth that are often discussed by the older generation are simply the anxieties of the oldsters These are often not shared by the young although the old really looking at themselves think they see them in their children If youth do grow up disturbed and anxious it is not because of the anxieties of the present day but rather because of the anxieties of the older generation which have been drilled into them As long as the parents were strong and courageous the children of the western pioneers were not particularly disturbed by the possibility that their scalps and those of their parents might be lifted in an Indian raid Nor is the modern child disturbed by the fact that he might be incinerated in an atomic blast as long as his parents are unafraid although they might we would hope be concerned enough about this possibility to try to do something to prevent it A basic function of the counselor should be to help to strengthen the security of the child so that he can grow up in a rapidly changing culture without being destroyed by it

THE WORLD OF WORK

Even if the modern American is to spend more of his early years in education and more of his later years in retirement, he will still spend the greater part of his life involved in that task known as a job. The vast majority of Americans must work for a living for the greater part of their lives and many men think of the culture of their country in occupational terms. Their job is for them the major reflection of their culture.

Although the modern American shares with his ancestors the lot of working most of his life, the working world which will face the youth of today tomorrow, will differ drastically from the world of work which faced his father a generation ago. On the other hand, change is a part of the American culture although some adults seem to feel that present day youth comprise the only generation that will have to enter a world of work drastically different from that of a previous generation. Those who entered the world of work during the depression of the 1930's or during the war years of the 1940's probably felt that their world of work was traumatically changed from that of their fathers too. Nevertheless the changes that are occurring are vast and sudden and dramatic. Let us look at a few examples of the emerging world of work of the very near future.

1. Some of the labor force projections make it quite clear that every young person is going to face a labor market that is vastly different from even the one of the present time. These changes will be good for some, bad for others. For example:

a. Workers under 25 years of age will account for nearly half of the labor force growth during the 1960's even though they will stay in school longer. There will be a small increase among the 25 to 34 year-old group and an actual decrease in the 35 to 44 year old group. There will be more workers 45 years old and older, despite earlier retirements.

b. When the 1960 decade opened, production industries employed about 26 million as compared with about 32½ million employed by service industries. As the decade advances so will our technology, and proportionately fewer workers will be needed to produce the goods that we want while more workers will be needed to provide the increasing services required as our standard of living goes up.

c. During the coming decade the fastest growth will occur among professional and technical occupations especially among engineers, scientists and technicians. Among the manual occupations the need

for skilled craftsmen will increase but the number of unskilled jobs will continue their long term relative decline. Thus the big increase will occur in those occupations requiring the most in the way of education and training. The new age might be seen in a recent advertisement in a newspaper which read as follows:

Chrysler Corporation Aerophysicist Missile Division Huntsville Alabama offers an outstanding opportunity in applied research for a qualified Aerophysicist. Incumbent will investigate problems and compile data concerning the environment of space and planetary atmosphere to include composition, gravitational field, radiation, thermo-dynamic processes, meteorites and particles, electrical charges and similar topics. Further, he will plan investigations, evaluate measurements and analyze data on space environment.

d There will be a large increase — approximately 30 per cent — in the number of persons willing and able to work only part time because the labor force growth will be mostly among young people, many of whom will still be in school, and among adult women, many of whom will have home responsibilities.

e The number of people living on farms has decreased substantially and will continue to decrease. Young people are leaving the farms in greater proportion than any other age group, and the persons who remain on the farms will need better education and better training.

f The percentage of Negro workers in professional, clerical, sales and skilled jobs has doubled during the past ten years, and this movement of Negroes toward better jobs will continue, although there is still a long way to go before a Negro can expect the same treatment as a white man when applying for a job.⁵

2 Despite the increasing labor force, there are many factors which at least suggest the likelihood that breaking into the labor market of the next decade is going to pose a much more difficult problem for the young worker than it did in the past decade. Several factors point to this:

a The major increase in the labor force will come among the young workers. These represent the many babies of the boom times, whereas the young worker of the 1950's represented the few babies of the depression period. Thus the young applicant of 1970 will likely find more competition for positions than did his 1960 predecessor. To

⁵ For further job information see such Bureau of Labor Statistics, United States Department of Labor publications as *Population and Labor Force Projections for the United States, 1960 to 1975*, *Manpower Challenge of the 1960's*, *Manpower Changes in the 1960's*, and the *Occupational Outlook Quarterly*.

make it even worse, the upper class families are also reproducing in large numbers, so that the competition will not only be tougher in terms of numbers, but in terms of quality as well

b It will be harder to get into the 'labor aristocracy' Even today, a high school diploma is still the union ticket for many positions, but more and more just as in the past few decades the high school diploma replaced the grade school diploma, it will be replaced by the college degree in the next decade

c There will be an increase in part time workers, so that those holding two jobs will increase The decrease in the workday and the work week does not necessarily mean more jobs, often it merely means that more people carry two jobs

d It is likely that automation will displace more people from good jobs than it adds to such jobs The teaching profession may be a good example of this, in that the teacher who is little more than a technician may be replaced by various machines and visual aids, and those teachers who remain will ascend higher on the hierarchical ladder, but there may not be many of them ⁶

A by product of this situation will likely be increased tension between labor and industry Labor will likely call for more money for less work The four-day work week has already been suggested by some labor leaders although, as has been indicated, this may increase the number of job demands as well as the number of jobs Industry, on the other hand, will likely feel that labor will have to assume more responsibility for increased production per worker If the work week lessens, as it probably will, there may develop an enforced leisure time period, somewhat like the enforced leisure time of retirement America may thus become the first society where a major cause of neuroticism is the inability to make use of one's leisure time ^{7 8}

3 Of particular interest in the world of work that lies ahead is the role of women With the shifting of the population from the rural to the urban, a number of positions for women soon became available In earlier years the female worker tended to be young and single, but not so today In 1890, seven out of ten working women were single, and

⁶ An excellent source book on automation is *Machines and the Man*, Robert P Weeks ed New York Appleton Century Crofts 1961

⁷ Some of these points are expanded in an unpublished paper *Men, Money and Machines* by Martin Bronfenbrenner Professor of Economics University of Minnesota

⁸ The development of leisure time as a social problem is examined by Max Kaplan in *Leisure in America* New York John Wiley and Sons 1960

five of the ten were under 25 years of age. Today six out of ten are married and five out of ten are under 40 years of age. This trend will continue and the proportion of women workers in the labor force will increase in the next decade by 25 per cent, while the proportion of male workers increases 15 per cent. Two out of every five women in 1970 will be in the labor force. It is not uncommon today to see elementary schools staffed almost entirely by women; often the janitor is the only male in the building. More and more of these women are mothers and increasingly they are mothers whose children are still in school. More and more it is likely that the child will leave an empty house when he goes to school because mother as well as father has already departed for work and he will return to an empty house because neither parent has yet returned from his job. Most young women today are being exhorted by their fellow female professionals — lady deans and presidents, female industrialists, female professors of anthropology — to shake off the shackles of the home and enter the business and professional world. It is likely that the young college woman of today who intends to get married and considers raising a family and looking after her home a full time job will be looked upon as something of a traitor by many of her colleagues. She is told repeatedly that it might be all right to get married and have babies but at least one should prepare for a profession after the last baby is old enough to look after himself; this usually means by the time he can be shipped off to school. The sociological and cultural effects of the movement of the mother from the home to the work arena are yet to be determined but they will doubtless have an effect on the American culture and on the development of the children of that culture. Once the female learns that she must have a permanent professional occupation and spend a good deal of time in it and once families learn to have a standard of living that demands two incomes instead of one then the woman's work will be out of the home if a job is available. Even today when statistics on unemployment are discussed it is often hard to say just exactly what they mean since unemployed often means that one of the two members of a working family is out of work, not both of them. The return to work of one will mean a decrease in unemployment.

An information packet entitled *Working Women* published by the Women's Bureau of the Department of Labor contains twenty-eight different pieces of material all dealing with occupations of women but none of them refer to marriage and motherhood. Nor is there much indication of the importance of marriage and motherhood in a book

on occupational planning for women, written by a professional woman^{9,10}

4 The attitude of workers toward their jobs is obviously a question of prime importance to employees as well as to employers, and yet one may wonder in these increasing days of automation whether or not the classic lessons of Roethlisberger and Dickson have been lost on American industry¹¹ The attitude of the worker is basic, and even if the employer is interested only in increased production, production is obviously tied in with the attitude of the worker toward his job With the rapid acceleration toward automation, several trends may be noted

a The craftsman of old was closely related to his product, and took pride in it The development of assembly line production, such as that practised by Henry Ford, did away with this, but now, strange as it may seem, the worker may be getting back to the feeling of being related to his product This, in turn, may produce a more positive feeling of satisfaction in his job

b Increasingly the fatigue of the worker is not muscular and physical, but the new enemies of the worker are mental exhaustion and mental tension The author is intrigued by the rapidly growing number of young Americans who have never known utter physical exhaustion and most of those who have, have found it through sports and physical activities other than work Even the housewife today is not exhausted by her physical efforts, but rather by the tension associated, possibly, with the drabness of her job

c More and more the new jobs are going to call for judgment and intelligence, for the skill of the head rather than of the hand Doing will become increasingly less important, necessary will be the capacity for thinking, so that the machine can be made to do¹²

It would thus seem clear that the school counselor is facing a much different and much more difficult task in helping the young to become equipped to work in a world where job satisfactions are to be found in ways much different from those of their fathers In many respects,

⁹ Further information on women in the labor force may be found in publications from such United States Government agencies as the Department of Commerce Bureau of Census the Department of Labor Women's Bureau the Department of Labor Bureau of Labor Statistics the Department of Labor Bureau of Employment Security

¹⁰ Marguerite W. Zapoleon *Occupational Planning for Women* New York: Harper and Brothers, 1961

¹¹ F. J. Roethlisberger and W. J. Dickson *Management and the Worker*, Cambridge Harvard University Press, 1939

¹² An interesting discussion of this subject is found in Charles R. Walker, "Life in the Automatic Factory," *Harvard Business Review*, 36:111-119, January-February, 1958

the changes coming now may well be as drastic as those which were the product of the industrial revolution, and counselors should know enough history to be aware of the many violent products of the industrial revolution. The counselor and the school cannot be divorced from, or unconcerned with, the individuals and agencies and organizations that will provide the work for the products of the school. Nor can the employers ignore the school which is, after all, the source of all their manpower.

BASIC PHENOMENA OF THE AMERICAN CULTURE

The school is a basic institution in the American culture, and the counselor should be aware of at least the following constantly changing facets of his society:

1 The demands and the conditions for employment in the rapidly changing world of work. This has already been discussed.

2 The family unit of the young suburbanite of today bears little resemblance to that of his parents, and practically no resemblance to that of his grandparents. At the turn of this century, America was primarily a rural country, whereas by the year 1960, only twelve per cent of the American families were farmers. The rural family was authoritarian and self-sufficient. Father was the head of the household, and mother was the manager. Three generations living in the same house posed no particular problem, since all contributed toward the maintenance of the home and the family. Even when children married, they would often build houses on part of the original farm, and still feel a loyalty toward the maintenance of the family unit. In the cities to which the majority of immigrants found their way, the pattern was much the same, with father as the autocratic head of the household. The children, not being bothered by compulsory education, were expected to help with the maintenance of the family at a fairly early age.

Such a family is today but an echo of the past, and the industrialization of the culture has made a marked effect on the family and on that institution which shapes the family — namely, marriage.

It is a social institution determined in toto by culture. Marriage is the complex of social norms that define and control the relations of a married pair to each other, their *kinsmen*, their offspring and society at large. It defines all the institutional demand, rights, duties, immunities, etc. of the pair as husband and wife.¹³

¹³ Hoebel, *op cit*, p. 282.

Just as marriage defines the relations in the family, so the breakup of a marriage affects the relations in the family. The picture of divorce as causing the breakup of the American family, however, is not quite accurate since while it is generally known that the number of divorces has increased, a much more astounding phenomenon is that the prosperity of the last decade has resulted in a greater increase in the proportion of the population married than in the previous half century. As the marriage rate declines, so does the divorce rate, and the desire for marriage is seen in the fact that 87 per cent of those who get divorced remarry. The condemning of two individuals to live together for the rest of their lives regardless of how great a mistake their marriage might have been, is surely an anachronism that we could well do without. Nor is marriage in America as unstable as it may appear, compared with other countries, when one notes that not only do Americans tend to marry in greater numbers than in most countries but they also marry younger. In Ireland, for example, marriage usually occurs when an individual is in his thirties, and in rural Ireland the average age for marriage is around forty. It would thus seem that the Irishman is not quite so overcome by the appeal of the shy colleen as the propaganda would make us believe, or vice versa! In some countries too, of course such as Ireland and Spain, it is almost impossible to get a divorce.

Another factor in the changing family is the steady reduction in the number of children in the family. In rural days, children were an economic asset and could soon be put to work to help the family. Today, however when it is expected that every child will go to school for at least sixteen years children may still be a blessing but they are certainly no economic asset, except at income tax time. In the early days too disease was a major factor controlling the size of the family, but the death control of the size of the family of yesteryear is being replaced by the birth control of today. Religion does not appear to be a factor affecting the size of the family, and generally the educated, intelligent and professional groups are those who tend to have fewer children regardless of their religion. While the size of families has recently been increasing due primarily to the boom economic conditions of the past decade this may be reduced again, even if economic conditions remain good as the costs of having and educating children climb steadily. It is interesting to note too that the increase in the birth rate has come primarily in the educated professional group, where it is now fashionable to have at least three children although five children are still considered a bit strange and the professional

person who has seven or eight children is looked at somewhat critically by his colleagues

Birth control has not only reduced the number of children but it has also resulted in having children in the early years rather than throughout the whole childbearing period of a woman's life. Thus the woman of today does not have to wait hopefully for the cessation of menstruation to indicate that at long last she can stop producing children. This also means that the woman instead of having to accept her reproducing role as long as she has a virile husband and she is physically capable of reproducing can now get out at an early age into the labor market, and add further to the problems of the young worker who is trying to get his first job.¹⁴

Homes however do break up and when a family is broken counsellors might note the warning of Margaret Mead

children do not thrive in spite of good physical care if kept as young infants in impersonal institutions and that separation from the mother — especially at certain periods — has serious deleterious effects on the child. Retardation, failure to learn to talk, apathy, regression and death all appear as accompaniments to institutionalization when no mother surrogate is provided.¹⁵

As the standard of living rises as the cultural pressure for more things increases as the total cost of educating the young goes up as the woman learns more and more that her primary task is involvement in professional work rather than in motherhood as the emancipation of the woman becomes complete — and all of these would appear to be happening — it would then seem that more and more mothers will be leaving the home earlier and more and more children will see less and less of their mothers. Even today it is becoming more difficult to provide even a mother surrogate let alone a mother. Thus it may be that in the future it will not be divorce or desertion that will be the primary cause of the child losing his mother figure but simply the fact that the culture demands that the mother function primarily as a professional worker. As we become more and more institutionalized as the family and the individual become less and less important we might well ponder over Mead's words. She may be describing the cause of the death in the future of Western civilization.

¹⁴ Some of these points from an unpublished paper by Ruten Hill, University of Minnesota.

¹⁵ M. Mead, *Some Theoretical Considerations on the Problem of Mother-Child Separation*, *The American Journal of Orthopsychiatry* 24: 474, July 1954.

3 Another interesting aspect of the American culture is its almost schizoid attitude toward children. Sometimes it would appear that we want to believe that children are wonderful, superior, tremendous, that they will be able to do all the things that we could not do. When we think they are like this, we fall over backwards in our simpering adulation of them. At times, and at certain meetings, it has appeared to the author that America must be a society in which the only worthwhile people in the country are children, and that adults should be somewhat apologetic for still being alive. The children, still living off their parents until their late twenties, magnanimously allow the parents to exist in the same world with them. This was the impression of the author as a participant at the 1960 White House Conference on Children and Youth, where young ladies and gentlemen who had yet to earn their first cent talked learnedly about responsibility (although they had yet to experience the meaning of the word), and about a philosophy of life (based on rather brief suggested high school readings), and to all of this adults listened with delight. Most of the young people and the adults seemed to share the feeling that 'the government should do more for us,' and the major theme of the 210 work groups, 18 forums, and 5 theme assemblies seemed to be, 'we want somebody to do more for us, rather than, 'how can we, as responsible individuals, do more for ourselves?'

The American parent often appears to feel, fiercely, that only the best is good enough for his offspring, and nowhere is this more evident than in education. Poor work in school is usually much more traumatic for mother than it is for Willie, and not being able to go to college is more acceptable to the child than it is to the parent. American parents go to all sorts of astonishing lengths to see that their children who do not want to go to college (a completely rational and realistic attitude), and who are not really equipped for work at the college level, get into college. For an increasing number of parents, having to describe their child's post high school activities as being employment in some occupation is a humiliation that is almost too much to bear.

It is also intriguing to note that TV dramas of 'family' type nearly always portray the adults of the family as being rather nice people, but quite idiotic and childish, while the children are strong and intelligent and all knowing. Father is usually even more idiotic than mother. Such shows, written by adults who are likely parents, are apparently appreciated by at least a segment of the American adult population. This might be a modern version of the subconscious wearing of the hair shirt.

On the other hand, the American culture shows little sympathy for those children who have strayed, for those who are not good and nice, for those who have not done what we wanted them to do. Children learn in school that it is not good to be different and creative and curious. Those children who find it difficult to follow the routine pattern because of their own superior capacities and motivations and interests sometimes have the experience of sharing the general hostility of the teacher with those children who cannot do what is expected because of their lack of intelligence and motivations and interests. In school we are often harsh with those who break the law, despite the evidence that our punishments have no positive effects nor do they reduce the number of acts which necessitate disciplinary action. A study, for example, tended to show that a group of children classified as showing behavior problems showed most positive growth when they experienced counseling rather than the usual disciplinary procedures and in fact, they regressed under these usual procedures. Actually, a control group which experienced neither counseling nor discipline showed more growth than the usual treatment group. As of now, however, the school is still using the same discredited disciplinary procedures with its children with behavior problems.¹⁶

It would almost seem that we feel that we must punish for the sake of punishment, since the evidence generally indicates that what we do in the way of punishment neither prevents the repetition of the real or fancied misdemeanor nor does it help the individual to become capable of living without having to commit the offense. Actually, the 'misdemeanor' is often little more than being different from the rest. Shoben comments on this point when he writes

It is as if the virtuous were merely the non-sinful — as if normality or maturity were merely the absence of pathological traits or symptoms. Since the forms that pathology takes are often determined by their cultural or social context such a conception leads to the implication that the normal person is simply the innocuous conformist who creates a minimum of trouble for his group. Recent attacks on the behavioral sciences as advocating a kind of spineless adjustment to the immediate social world while quite wrong headed are the understandable spawn of this omission in the research and service programs of psychology sociology education and their intellectual kin.¹⁷

¹⁶ Dugald S. Arbuckle and Angelo Boy. *An Experimental Study of the Effectiveness of Client centered Therapy in Counseling Students with Behavior Problems*. *Journal of Counseling Psychology* 8: 136-139 Summer 1961.

¹⁷ Edward Joseph Shoben Jr. *Personal Responsibility Determinism and the Burden of Understanding*. *Personnel and Guidance Journal* 39: 342-348 January 1961.

An interesting study by Getzels and Jackson indicates that the intelligent conforming child is much more liked by teachers than the creative, questioning, and curious child.¹⁸

It may be that we will yet come to accept at least the notion that many "delinquent" children, even if now violent and vicious, as many are, have become this way because once they were different children who could not be accepted as different — by their parents, by their school, or by their community. One might almost say that the culture would seem to be more accepting of, and more comfortable with an idiot than with a creative genius.

4 Another facet of the American culture is the compulsory and lengthened aspect of education. This poses many problems for the school and the school counselor, since it is obvious that our present high school curriculum presents an Alice-in-Wonderland situation to a significant number of the unfortunate recipients of this experience. For many children, there must either be a drastic curricular revision so that the curriculum has some relationship to their assets and liabilities, or there must be a removal of compulsion in education.¹⁹ If the school is to become a waiting room for all children until they are sixteen years of age, then the community must accept the fact that what was, possibly, a good education for 10 per cent of the youthful population of a half a century ago, is not suitable for 100 per cent of the youthful population today.

Even worse is the mania for college, so that we are rapidly approaching the stage where, although one is not legally compelled to go to college, the cultural requisite is almost as absolute. Thus college English teachers are beginning to get the first whiff from high school graduates who have yet to hear of a paragraph, just as high school teachers had to brace themselves for this onslaught a few decades ago. It is psychologically questionable whether it is actually possible to provide a "sit-down-and-read-from-books" education for a significant number of perfectly fine young people, but at the present time the child is being pushed mercilessly in this direction, and the leading pusher, next to mother, is the school. Even worse, the school counselor is often the major villain who makes it clear to children that the good ones go to college, and that he cannot be expected to waste time on the others.

¹⁸ As described in "A New Definition of Giftedness," *University of Chicago Alumni Magazine*, 15-17; December, 1960.

¹⁹ For a wonderful description of a school geared to the needs and interests of children see A. S. Neill, *Summerhill: A Radical Approach to Child Rearing*, New York: Hart Publishing Co., 1960.

Employers add to the difficulty and, increasingly, the union ticket to a job, other than the one supplied by the AF of L CIO, is a college degree rather than a high school diploma, although 30 per cent of all of the young workers entering the labor market in the 1960's will lack a complete high school education. Increasingly, the employer asks 'Do you have a college degree?' rather than 'What do you know and what can you do?' even though increasingly, the degree will mean less and less. Three per cent of the unskilled workers today have some college education, compared with 75 per cent of the professional and technical workers. This figure will undoubtedly move up indicating the somewhat gigantic problem of having available jobs that require an education that cannot be mastered by some of those who are supposed to benefit from it.

It is almost certain, too, that as the day when the personal motivation to know and learn and understand as the primary reason for education is replaced by cultural demand then surely the amount of real learning that takes place will be greatly reduced. An example of this was a school counselor in a National Defense Education Act Institute in guidance and counseling who although he was receiving a very handsome income in stipends complained bitterly because the government did not buy his books for him. This is a disease that has afflicted all formal education and it is most tragic when teachers and counselors, as students ask 'How much should I read?' 'What do you want me to do?' 'What do you want me to learn?' and so on unaware, apparently that one can only learn for oneself not for someone else.

5 Still another fact of the culture that affects the school counselor is the tremendous shrinkage in the world. Willy nilly whether we like it or not, we are becoming one world and it is becoming more and more difficult to build up walls against each other. Today we can see and hear what happens almost anywhere almost as soon as it happens and distance is no longer counted in miles but in hours and minutes. The author obviously shows his years in admitting that he still marvels at being able to have breakfast at home near Boston fly to Chicago, put in a good day of work and be back home in time for a late dinner. His children, incidentally see nothing unusual about this nor should they since this is the world they know.

This may present one of the major hopes of mankind since it becomes abundantly clear, even to the most violent nationalist, that the day of nationalism is over, just as the day of one city warring against another city passed long ago. The life of each American will soon be just as dependent on what happens to some of his fellows in

Africa or Asia as it is on what happens to his neighbor who lives down the street. In some ways, life may be becoming more simplified. Soon we must all learn to live together, or we will surely die together.

6 A final aspect of the culture, discussed previously, is one that must also become the vital concern of the school counselor. This is the developing struggle between the rights of the individual, as a free man, as compared with the rights of his amorphous and faceless government to determine the way he should lead his life.²⁰ The proportion of government workers has increased much faster than the general working population, and the day may come when practically every American will work for the government. The counselor cannot ignore this possibility, and while the day of the individual American may not yet have passed, it certainly will if this unhappy event ever takes place.

THE AMERICAN SCHOOL AND ITS FUNCTIONS

The public school, belonging to the people, housing their most valuable possessions is an institution which is supposed to educate children in terms of the desires of the local community. On the other hand, if the school is an *educational* institution, it cannot be satisfied with maintaining the status quo but must run the risks of leadership, and periodically bite, or at least squeeze, the hand that somewhat grudgingly feeds it. Too many schools unfortunately, are staffed by administrators whose major battle cry is, "Let's never do anything that might irritate anyone in the community," and when such schools happen to be in areas where the community will not provide the lay leadership to push the school then what happens inside the school is even worse than one might suppose by looking at its grim exterior. In a city near where the author lives for example, no new schools have been built for the past fifty years despite the fact that double shifts have been going on for years and that three of the schools have been condemned. In another city, the school committee hires over the head of the school superintendent. In still another city, the superintendent looks with suspicion at any staff member who wishes to take time off to improve himself and he considers requests for leave of absence as unethical behavior. These are dreadful examples of com-

²⁰ An unusual triumph of the individual over society was seen in a 1961 decision of the court of New Jersey that allowed a mother and father to teach their three children at home rather than send them to school.

munity unconcern and educational corruption where so-called educational leaders are a disgrace to their profession. In such schools the unfortunate child is the loser although there are still a few dedicated and loyal teachers and counselors who labor on trying to provide at least some glimmer of light in the desert of apathy and corruption.

If we can hopefully assume that the school will gradually become peopled with educators who are strong enough to accept the challenge of leadership then the real functions of the school might be fulfilled. The broad function of the school as described at the White House Conference of 1955, was as follows:

The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and so far as possible corrected. This is truly a majestic ideal and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind.

The schools have become a major tool for creating a nation without rigid class barriers. It is primarily the schools which allow no man's failure to prevent the success of his son.

Our schools are asked to teach skills currently needed by the nation but never at the expense of the individual. This policy of encouraging each child to develop his individual talents will be of the greatest use to the nation for in the long run if no talent is wasted in our land no skill will be lacking.²¹

While we might agree with the general sentiment expressed in this statement, it is likely that many educators of the past including such individuals as Rousseau, Pestalozzi and Dewey would be rather surprised to hear that the above as an idea is astonishingly new. It is likely, too, that only in the land of the autocrat could one ever even hope to find a society where no talent is wasted. Freedom includes the freedom to be somewhat wasteful and lazy and unambitious. If one really believes in a society of free man then he has to accept the possibility that some of these free men are not going to measure up to the standard of what he might hope they would be.

At the 1960 White House Conference on Children and Youth some 1400 youths and young adults came forth with nine priorities. One of these dealt with education and the schools:

Education is the main basis for the broad political participation and individual mobility essential for a free society. To fulfill these needs we must provide varied educational opportunities to challenge each individual to realize his full abilities. It should be recognized that all institutions and programs designed to meet individual needs can and should maintain high

²¹ Paul J. Minner, "The New School," *Phi Delta Kappan* 37, 183, January 1956.

standards. To do this local state and federal governments as well as individuals businesses and nonprofit bodies must greatly increase their support for education at all levels²²

There would probably be little argument with such broad functions and goals but the pressure for excellence in schools carries with it the inherent danger to the rights and freedoms of the individual. The school is for the benefit of the individual and it is not an instrument to propagate the wishes of the state or the church. The National Defense Education Act of 1958 had many admirable qualities but, like most federal legislation in the field of education, it carried with it the threat to the rights of the individual. This threat was recognized by the American Personnel and Guidance Association in a policy statement

This generation has been called upon to make a decision that will shape the destinies of many future generations. At the heart of this decision lies one of the nation's basic freedoms—*freedom of choice*.

Faced by a tragic shortage of scientists and technologists we are strongly tempted to solve the manpower problem by channeling outstanding high school and college students into scientific and technological careers. Here lies the danger of tampering with freedom of choice. If the top academic potentiality of this nation were to be forced into a single selected career pattern generations of youth would lose the privilege of freely choosing their life careers—a privilege cherished by youth throughout the history of this nation. Such a course of action might not solve even part of the problem for a lack of educated talent persists in all areas of our national life. The solution therefore must be viewed from a broader perspective and we must aim toward utilizing *every* available talent. Only then will the demand for scientists and technologists be met along with the demand for educated talent in all fields²³

The report of the Task Force Committee on Education for the then President-elect Kennedy early in January, 1961, made it clear that the involvement of the Federal government in public education is almost certain to increase steadily. The rights of the individual including his freedom of choice will have to be vigilantly guarded by all school personnel including school counselors if they are to survive.

Conant has become the Moses of American education with the major difference being that there is actually little that is new, to

²² *White House Conference on Children and Youth Conference Reporter* Number 12 June 1960 p 10

²³ A Statement of Policy Concerning the Nation's Human Resources Problem *American Personnel and Guidance Journal* 36 454-455 March 1958

school men at least, in his educational proposals in his books on the high school the junior high school and slum suburb schools²⁴ He voices little in the way of suggestions for anything other than nominal changes in the school pattern and his concepts regarding personnel services and counseling show little in the way of professional understanding While he makes such obvious recommendations as the establishment of a counseling system, the development of individualized programs ability grouping and diversified programs and special programs for the academically talented²⁵ he also makes statements showing an astonishing lack of understanding such as 'If the counselor becomes convinced that a student is having difficulty with one or the other subject (mathematics or foreign language) he should then decide the student in question is not academically talented'²⁶ It is to be hoped that no school counselor would take this too seriously

In a thoughtful and critical look at Conant's reports Brameld writes

Nevertheless I believe it is possible to demonstrate that he is primarily an educational conservator whose assumptions are accordingly closer to those of the essentialist theory than to those of any other This theory stripped to its bare bones centers in the doctrine that the main purpose of education is to reinforce and perpetuate the social heritage

As such and with full regard for the sincerity of his dedication to the cause of education the largest share of Conant's proposals not only prove to be unsuitable to the kind of culture in which we live but they become a roadblock in the path of imperative reconstruction For with the generous backing of the powerful Carnegie Corporation he has convinced vast audiences that no important changes are needed at all His most radical proposal is to reduce the number of small high schools in favor of consolidated ones Aside from this important change he frankly declares I believe no radical alteration in the basic pattern of education is necessary in order to improve our public high schools To be assured by the former president of our greatest university that nothing is seriously wrong and most things quite all right with American education is dangerously soporific at the precise time when critical alertness on the part of citizens

²⁴ James B. Conant *The American High School Today* New York McGraw Hill 1959

_____ *Recommendations for Education in Junior High School* Princeton N.J. Educational Testing Service 1960

_____ *Slums and Suburbs* New York McGraw Hill 1961

²⁵ James B. Conant *The American High School Today* New York McGraw Hill 1959 pp. 41-76

²⁶ *Ibid.* p. 59

is more imperative than in any period since the founding of the public school system "7

On the other hand one must be careful to distinguish between the understanding and intelligent critics of the American public schools such as Conant and Brameld and the vast number of noisy new educational experts "8 whose numbers have increased greatly since the advent of a Russian satellite. These new experts tend to be people who have either had an unfortunate experience with public schools, or they are often the products of private schools and probably have never been inside a public school classroom, except maybe as a member of a team investigating it. They frequently show a startling ignorance about public school education having read, apparently, only writers such as Mr Lynd Mr Bestor, Mr Smith, and Mr Hutchins who show an even more startling lack of understanding about public education. Their battle flag consists of the name Dewey emblazoned in large letters flying from a building called Teachers College. Many apparently believe that the morning exercises in public schools consist of a prayer, a Bible reading and an oath of allegiance to John Dewey. They are particularly adept at ignoring some educational facts of life.

1 The evidence tends to indicate that the products of public school education today are vastly superior to those of yesteryear. They know more, they can do more they have greater understandings they have greater skills. This despite the fact that in the secondary schools of today we find practically all of the youthful population whereas at the turn of the century only the select few, because of their wealth their family background and their intelligence were able to get into a secondary school. This means of course that there are many children today in grade 7 who fifty years ago would never have got out of grade 3. They would have been retained in grade 3 and they would sit there year after year as their classmates passed them by. Indiscriminate promotion may be questionable but would anyone say that rigid failure is better? The youth of today, too might smile somewhat cynically and say. If the mess we are in today is the result of the education of the adults of today let's have less of it rather than more of it.

It is unfortunate that most of the articles which report on the facts

"7 Theodore Brameld. Education in conservative key. The proposals of Dr Conant. " *Teachers College Record* 62 233 December 1960

"8 See Dugald S. Arbuckle. "Thoughts for New Educational Experts. *The Clearing House* 33 529 533 May 1959

about the superiority of today's schools appear in professional journals. The public, commercial journals appear to be interested more in sensational copy, rather than the truth. Many lay magazines report with an absolutely straight face some of the highly questionable statements of some of our new experts but treat with contempt those individuals whose professional work is education. The fact that one is an "educator" apparently makes one incapable of speaking for education. Some of these journals seem to hold to the odd theory that as long as one is an expert in something (such as atomic submarines) one naturally can be an expert in education. Those whose professional work is education should apparently, be listened to least.

2 American public school education is for all children, and this means that in the tenth year of education we will find a significant proportion of the youthful population who have neither the intelligence nor the motivation to study some of the academic courses which appear to have certain virtues possessed by no others. The hard fact of life is that if we say that these children should still be in the public school in their tenth year of education, then the school must devise those educational experiences which are best suited to the needs and the capacities of these children. This is the job the school has been trying to do, with only modest success, and it has attempted, at the same time, to devise a program for the more brilliant students. If some of the critics were to spend time in a classroom, they would soon discover what teachers have long known — namely, that not all American secondary school students are scholars.

3 Several renowned critics lament that education is being taken away from the parents by the vicious educationists. If the American parents would do the educational job they should be doing with their children, the first group to heave a sigh of relief would be the teachers in the public schools. There is no doubt that the schools are doing some of the jobs that should be done by the home, but they are doing them simply because the home has ceased to function as it should. If the school does not perform some of these functions no one will.

Ignored also by some of the "let the parents run things" school is the fact that it is frequently the parents' intervention in education which has affected it negatively. A Gallup poll of several years ago indicated among other things that while 90 per cent of a sampling of school principals believed that schools gave too little homework, only 51 per cent of the parents believed that they gave too little homework, while 49 per cent of the principals said that colleges should raise their entrance requirements only 27 per cent of the parents believed that this was desirable. Teachers believe in homogeneous grouping, and

very few children are disturbed by it, but parents quite frequently oppose it. When any school principal and his teachers begin to think in terms of providing a special brand of education for the more gifted children, they know that their headaches will not come from other teachers or from the children but from the parents.

If children are to be found in courses for which they have no preparation and which they cannot understand and follow, it is very rarely that they will have been put there by counselors and teachers. More often than not the parent will have insisted that this is the place where Joe belongs. This might be one example of where our democratic zeal has outrun our logic. Few parents would tell the medical doctor how to operate or the engineer how to construct his bridge, but they will tell the educator how to run his school. Many American parents, including some distinguished ones, have yet to learn that there is a difference between having an interest in education and having some sensible and logical answers to the many problems of education.

4 It is pointless to talk about having better courses in American schools without paying any attention to the people who are going to teach them. A course, per se, is nothing. A living course is, really, the teacher. A high school will not improve its curriculum by adding more algebra and physics and languages unless it has someone to teach them. A *good* teacher of any subject is better than a *poor* teacher of any other subject. If it were a choice of a course in square dancing with Teacher A or a course in algebra with Teacher B, this author can see where it would be quite possible that he would rather have his children take square dancing with Teacher A. There is no real reason, however, why a child cannot take algebra, if he wants it and if he needs it and if he can learn from it, during the day, and learn dancing, surely a social asset, in the same school in the evening.

The teacher should be a scholar, and no one laments more than this author the fact that too many teachers are not scholars. But being a scholar does not automatically make one a teacher. Just because one individual can preside over the Massachusetts Institute of Technology and another can come forth with some answers to questions on terrestrial magnetism is no indication of teaching skill or teaching capacity. It is the opinion of this author, backed with some evidence, that the worst teaching in American education takes place at the college level, where we find the most Ph.D.'s!

On the other hand American parents, as represented by their school committees, are not apparently seriously interested in having scholars as teachers. Their concept of the value of a doctoral degree is usually indicated by the fact that some school committees will give a teacher

a few hundred dollars extra for having such a degree, while probably the majority have no regulations which refer to any monetary recognition for the possession of such a degree. It would thus apparently seem to be assumed by the American public that teachers do not need this mark of scholarship.

Nor will the school get or retain good teachers as long as it continues its "across the board" policy of payment so that the best teachers receive practically the same salary as the poorest teachers. The beginning salaries of teachers could be better, but a far more serious problem is that minute difference between the top salary and the bottom salary in any school system. Teachers should not, however, be paid a high salary for vegetating in a school system and for some, this is what "experience" means. High-quality production should be demanded, and those who produce should be rewarded for their efforts. The present maximums on teachers' salaries should be trebled but one should have to do something more than be around for twenty years in order to receive such a salary.

5 Some critics groan about teacher preparation and probably those involved in teacher preparation are the most concerned about this problem. It will definitely not be solved, however, by having the teacher-to-be take a straight liberal arts course and doing away with teachers' colleges and schools of education. There is no question that some teachers' colleges and schools of education are not too good, but they can easily be matched by equally ghastly liberal arts colleges, which are neither liberal, nor do they offer anything in the arts, and both are guilty of the prostitution of higher education. Actually, the greater part of the educational experience of the student in a school of education is, and should be, of a liberal arts nature.

Education schools, like others, have some courses that are better than others, and all could be improved but, given a competent teacher, would one say that the future teacher has no need for a course in the history of education or the philosophy of education, or practice teaching, or methods of teaching or courses directly related to human behavior, such as child psychology, psychology of learning, tests and measurements, principles of guidance, and so on?

It is somewhat amusing to note that a Harvard survey of 1,500 new Ph.D.'s indicated that they felt neither Harvard nor other universities cared much about the graduate's ability to teach. Forty per cent of them indicated that their training had fitted them for research rather than teaching so that these Ph.D.'s have apparently learned what some educational critics do not yet see. One needs more than an understanding of subject matter to be a good teacher.

6 While public education is being blasted very little is said about private education and often the public seems to operate under the assumption that private education is a model to be followed. Being private, of course, means that a school can determine to a much greater degree just what it wants to do and how it wants to do it. We might assume that it would, in some ways, be a freer institution. On the other hand, a large proportion of private schools are also religious schools and in many ways this limits their freedom in that their goals and objectives are pre-determined not by the people but by the church which operates them.

The record of the private schools is no better than that of public schools, in fact, it is generally worse. Public school students do better in college than do private school students, the scores of public school students on College Board examinations tend to be slightly higher than those of private school students and in some parochial schools there may be a greater degree of anti intellectualism. The great majority of the leaders of America today, in almost every field, are the products of America's public school system.

It would seem reasonable to say that the public school is the bulwark and the anchor of a free and democratic society, and the functions of the school are obviously affected by the culture of which it is a part. The following might be considered as the basic functions of the public school and it is obvious that the provision of pupil personnel services are closely related to the functions of the school of which they are a part.

1 The school must provide understanding and skill in what are still considered to be the 'basics'—reading writing, verbal communication, and the use of numbers, although one cannot assume that even in the next decade there will be no change in the need for these skills and understandings.

2 A dynamic learning environment should be provided by the school and this will increase the curiosity and the desire of the child to explore and to discover rather than dampen it. The child should not be *taught* knowledge, but he should be helped to explore and to experience it. In this centennial of the civil war, the child should be helped to experience it rather than memorize it. Gettysburg should not mean the names of a few generals and some hills and valleys but it should become a living experience in courage and valor and tragedy. We learn and we appreciate what we live and we experience, not what we memorize and it is tragic that the school must reduce what is tremendous and awe inspiring to a bare-bones pedantic piece of home work. Such experiences can be for *all* children. The very dull can feel

and thrill as well as the very bright and all children can come to feel

This is wonderful—I want to learn more and when they feel this way they learn and there will be little need for teaching. The school then primarily through its teachers and its specialized workers must provide an environment such that every child actually can learn—and he *can* if this environment is provided. The author has been aware of this bright and happy feeling in some schools and in others he has felt the deadly dullness and hopelessness that seems to seep from the walls and the teachers and the children.

3 The school must challenge and develop the intellectual curiosity of all children but this must be related to the intellectual competence and motivation of the child. A slight challenge for some children may be an insurmountable threat for others. A child is not challenged by what is quite impossible for him to understand and the Council for Basic Education notwithstanding there are tens of thousands of youngsters in American schools because of a compulsory education law for whom algebra or a foreign language is simply a blank wall and therefore hardly a sensible challenge.

4 The school should provide an occupational education for all students. For many an active work experience should be an important part of this vocational education but the stress should be on *education* not on training. It is not the function of the school to train a youth in a specific skill that may be needed when he possibly goes to work for United States Steel but it is the function of the school to educate him so that he has a broad understanding of the world of work. This understanding will come for many children primarily through active involvement in the world of work and some would even question the school's involvement in training a child to use a typewriter even though skill in using this instrument is necessary for successful study. In any case it is likely that the counselor will be more actively involved in the work experience aspect of the child's education than will the teacher.

5 The school must help the child to become more understanding and acceptant of his responsibilities as a member of a free society and yet at the same time it must stress his individuality and his rights as an individual as being predominant over the rights of his society. Society, whether it be in the form of a school or a church or a state is for the benefit of the individual—the individual is not for the benefit of society—and in a free society the rights of the individual are paramount. If this function is accepted by the school it might be that the American child will grow to become an adult who is neither a conformist nor a beatnik since neither are very acceptant of anyone.

including themselves, but rather a broad individual who is acceptant of everyone, including these who reject him. This function, too is one that lies close to the domain of the psychologist and the counselor, since the understanding and acceptance of one's self, and the resulting development of a realistic self-concept, are very close to the goals of counseling.

If the counselor accepts this as a function of the school, then he will likely become somewhat critical of what guidance means in many schools today, where counselors cajole, manipulate and direct students into an educational and vocational objective which they believe will be best for them. The child is usually guided in the direction where there would appear to be the least risk, since many counselors are people who have put security ahead of anything else. It might well be that what the American society needs more than anything else is an increasing number of young people who are willing to take risks. It is rather difficult to see how one can be involved in the excitement of exploration and discovery if he must 'make sure' before he takes a step or makes a move. The counselor should help the individual to gain enough strength so that he may run the risk, if this is what he wishes to do, and then be able to rise above failure if this is what happens. It is high time that counselors moved away from the concept of guiding and adjusting people.

Since the individual who has a deep respect for himself is likely to have a deep respect for others, it is likely that this sort of person will think of responsibilities in terms of his fellow humans, rather than his fellow Catholics or fellow Americans or fellow Negroes or fellow Republicans. He will be internationalist in mind and spirit and he will be a poor recruit for those who wish to find people who will be against others because of their differences in language or religion or race or color. Differences will not be a threat to him.

These would appear to the author to be the basic functions of the American school of today and tomorrow and it may be noted that these functions mean that the school is not a jail where children are sent to keep them off the streets; it is not a church where the child may learn the superiority of one religion over all others, as well as the need for unquestioning obedience to the church; it is not an industry which is concerned with training its workers in skills necessary for greater production and greater profit; it is not a job or educational agency where individuals are helped to be placed in occupations or educational institutions; it is not a community center to be used primarily for charitable deeds and the promotion of various charitable organizations; it is not a sports palace where major emphasis is given

to the development of physical prowess on the part of the few so that they might entertain the many, it is not a political center for the promulgation of, or the attack on, the current political view — it is none of these, but it is, very simply, an institution which is dedicated to provide, through the search for the truth, the best possible educational experience for the young of America who are compelled by their culture to enter through its doors

It must surely be clear, too, to the most academic of academicians, that these functions cannot be achieved if the staff of the school is to consist only of teachers and administrators. There must be the third professional group — those who have skill and understanding in the specialized pupil personnel services. Without them teachers will labor in the dark, and often in vain. Many of their children will remain unknown to them, and many children will continue to experience frustration after frustration in an institution where they appear to be neither understood nor wanted.

CHANGES IN THE SCHOOL

The American public school has changed drastically over the past few decades, and some years ago the author was accused of using drastic, revolutionary, anti intellectual and even possibly communistic techniques and procedures in school by doing such things as unscrewing desks from 2 by 4 s, and throwing the lumber out of the window, working for several weeks, sometimes all day, on a social studies project, rather than teaching certain periods of history and geography taking children out of the school as part of their education having the children determine how they would proceed in attacking a certain problem in a school. Thus change, and the attack on change is not new, but despite the "ongoingness" of change, schools today would appear to be actively involved in what might almost be called an educational revolution rather than an educational evolution. Let us look at some of these changes which are now battering at the walls of the school.

I The school must have a broader and wider reach if the functions of the school are to be achieved. As the school becomes more concerned with a cosmopolitan education rather than a parochial schooling, it will expand into the community, making more use of community resources, and at the same time it will be used more by the community for educational purposes. If the community expects the school to provide broader and more comprehensive educational ex-

periences for its children, then the community must accept the responsibility of becoming more involved in the educational process. The "school" may gradually cease to be considered as a separate building and come to be thought of as a complex which may have the school buildings as the center, but which also has, as very vital parts, various other buildings and industries and institutions and people who make up the community.

2 As the concept of the school broadens, so must the concept of the staff of the school broaden. The pupil personnel services staff are becoming accepted as the third basic professional group in the school, and it is increasingly common to have the director of pupil personnel services hold assistant superintendent rank. School counselors, school psychologists, speech therapists, school social workers, remedial reading teachers — all of these and more are becoming accepted as an integral part of the school staff. In addition to this basic group of professional people, the school will also see an increase in secretarial help and in interns who will perform tasks which are essential, but which require little in the way of professional competence and skill. It may be assumed too, that the professional requirements for the professional staff will increase, and we can hope that the day will soon pass when any one with a pleasant smile and an interest in children can become a school counselor, and when counselor-educators will not receive telephone calls from teachers who want to know what course to take so that they can become school counselors.

3 The broader concept of the school and the school staff will likely mean that there will be drastic changes in the school day and the school year. The "summer holidays" concept is a throwback from a rural America which had a real need for children to work in the fields during the busy summer months, but it makes little sense in urban America in the 1960's. Canadian children have a minimum school year of 200 days or more, and the 180-day school year of the American child has been steadily inching upward. There are many approaches to the better use by the schools of the total year, but it might be that a procedure now being used in a number of schools is as good as any. This is to make use of the school during the summer months for several different groups of children — those who wish to improve or catch up on what might be considered to be the regular work of the year, those who wish to acquire certain necessary skills, such as typing that do not fit into their regular program, those who wish to be involved in related interest areas, such as the study of the habits of migratory birds, and those who wish to enrich their regular work of the year with more intensive work in certain academic areas. There

is no reason why some of this work particularly that of the latter group could not be considered as part of the regular academic study. If algebra is considered in terms of 1 2 and 3 it makes little sense to give some children part of 2 and then when September arrives put them in with the regular 2 group who have not had the summer program. The school must become flexible enough so that it is assumed that the regular three years of the study of algebra can be achieved by some children in two years while it will take others four years. Some schools now correlate their work with colleges so that some of their students include the freshmen year of college in their high school work and go right from senior year in high school to second year in college.

As the school is used more and more during the total year this will also mean that the teacher will become a twelve-month worker rather than one who works in a school for nine months then finds employment elsewhere for the rest of the year. More and more teachers and counselors are being employed on a twelve-month contract with one month vacation. It is also being realized that professional workers need to use some of their professional time for planning ahead. A school system in the greater Boston area for example is employing some of its counseling staff to brainstorm and plan ahead for a month during the summer with outside university consultants while other members of the counseling staff are working with students who wish to use the counseling services of the school even though they are no longer in session in the school. The advanced National Defense Education Act summer institutes in counseling have had no trouble in finding clients in schools which remain open during the summer and the demand for the services of these student counselors has also been a vivid indication of the need for such services during the summer months.

On the other hand care must be exerted so that we do not operate as if educating a child were the same as the assembly line production of an automobile. Children can absorb and learn only so much and childhood should be a time when children can be accepted as children rather than feeling that they must be miniature adults. It may be that some schools have already gone too far in terms of what they expect of children in the way of academic study. The school day may be too short but it can also be too long. The criterion for excellence must continue to be the extent of the child's learning not the length of time he is involved in schooling inside a classroom.

A continuing change too will be the length of the school life of the individual. Practically all of the children of high school age

today go to high school, and soon practically all of them will be in school for twelve years so that a high school diploma is increasingly taken for granted. In 1910, 58.9 per cent of the population 14 to 17 years of age was enrolled in school, in 1930, 73.1 per cent; and in 1959, 90.2 per cent. This means that for an increasingly large number of young people college is becoming compulsory from a cultural point of view, if not from a legal point of view. The lack of learning that has occurred in high school because of the lack of any particular personal motivation for an education will become increasingly common in college as young people attend simply because they must. It is interesting to note that while the 1960-1961 enrollments in colleges and universities of 3,610,007 students represented an increase of 6.1 per cent over the previous year, the enrollment of 929,823 freshmen represented an increase of 12.4 per cent over the previous year, and that the increase in male freshmen students was 4.5 per cent compared with an increase in female freshmen students of 9 per cent.

4 There will be many dramatic changes in the curriculum and the day by day educational experiences of the child. To the numerous audio-visual aids already in use in most of the better schools, there will be added closed circuit television and various teaching machines. These will likely tend to hasten the demise of the poor teacher, since a good teacher on a TV screen is both cheaper and superior to a miserable teacher in the flesh. The use of teaching machines will likely encourage the use of more superior teachers, who have always been few in number, and many teaching aids or teaching interns who will assist the master teachers. The fact that teaching machines are here is well illustrated by an advertisement in the April, 1961 issue of *Audiovisual Instruction*, part of which reads, 'The key to any machine is the quality of the program and the New KONCEPT O GRAPH handles all of those based on the Skinner approach. This includes single printed sheets, folded strip programs or the long role style. And you can design your own programs for the KONCEPT O GRAPH!'

There will likely be an increase in team teaching, where teachers as well as subjects are integrated so that the child is more likely to be involved in a co-ordinated experience regarding a certain subject area, rather than getting the impression of a number of subjects and teachers, all quite divorced from each other, with no relationship whatsoever to each other. It is bad enough when the child or the teacher says, 'What

⁷⁹ An excellent source book on this subject is *Teaching Machines and Programmed Learning* edited by A. A. Lumsdaine and Robert Glaser and published by the National Education Association.

has mathematics got to do with history? but it is even worse when he says What has geography got to do with history?

The present general method of grouping almost solely on the basis of one criterion academic achievement will be looked at with more skepticism, and there will be more attempts at grouping on the basis of numerous other criteria. Certainly there will be a move for greater flexibility, so that whatever group a child may be in — and he would likely be in several different groups in different areas — it will be assumed to be mobile and the child can move from one group to another as the need arises. There will likely be more in the way of bigger big groups and smaller small groups. The large groups may become almost entirely dominated by television with superb teachers being the ones to present the basic information to children via closed circuit television.

There will likely be an increase in the amount of time that some students can have to study on their own to make use of libraries and other facilities both outside and inside the school. There will be more leeway for the creative student who wants to learn in somewhat unusual and personal ways as well as for the student who cannot adapt to the usual school program because of his differences in intellectual ability, interests and motivations.

Since public schools are public there will continue to be many weird and wonderful suggestions regarding educational legislation. The Massachusetts legislature of 1961, for example, was presented with one bill which would make the teaching of boxing compulsory in all schools. Another bill would make it compulsory to hang a sign 'In God We Trust,' in every classroom while still another bill would require attendance of students at special classes on the communist conspiracy taught by teachers who had taken a special oath.

It is even possible that words such as psychology and philosophy will become less rare at the secondary school level and that a more solid basis might be evolved around psychology and philosophy in the attempt to help children to learn attitudes and values rather than to continue the rather obviously pointless task of trying to teach what can't be taught. More time will likely be spent in helping children to try to determine just who they are, what they have and do not have and what their purpose in living might be. We can assume that counselors will be heavily involved in this task.

5 Any middle-aged American can attest to the dramatic changes that have occurred in the physical plant of the school and while schools will continue to change it is doubtful if the school of 1980 will be as different from the school of 1960 as the school of 1960 is

from the school of 1940. The number of small high schools will continue to decrease, but it is rather astonishing to note that approximately half of the secondary schools of America have enrollments under 300 students and that nearly 400,000 children attended one teacher schools in 1958-59. Many educators feel that it is also important to control the size of the high school at the top level, and two high schools each with a population of 2000 are to be preferred to one high school with a population of 4000. Construction will likely continue to be out rather than up, and most elementary schools will likely maintain a population under 1000 students. Buildings will be designed for their particular function, walls will be movable, and much of the space will be for the great variety of laboratory materials, instructional materials, and teaching equipment such as tape recorders, record players, television sets and screens, teaching machines, and so on. In one school in a city in Michigan there are no inside walls, but rather two cavernous clusters, each measuring the size of four conventional classrooms. There will also be more space for individual study, and libraries will be larger and more functional. Gymnasiums may have reached their maximum size, and some school districts may heed the words of one educator who suggested that if the community were to do away with school buses it would have no need for school gymnasiums. A brisk 6 mile walk every morning and afternoon might be an excellent form of physical conditioning for American youth.

There will be much greater variety in the size of classrooms, too, with space provided for individual study, for small and medium sized seminar rooms, and for very large lecture rooms. Schools may also be broken down into academic centers. In one center in one modern school, for example, mathematics and science classrooms, laboratories, and a workshop are grouped around a branch library with handy resource material. Even blackboards may disappear, since an instructor can now write on a film on a device at his side, and this can be projected on the wall behind him. Teaching machines will also be more prevalent as learning aids, but it might be better to refer to such instruments as learning machines, in that they are a mechanical means of improving the learning of the child and the complicated part of the teaching machine is the programming which cannot be done without humans. Like the closed circuit television, they may present a real threat to the poor teacher, and they will be a valuable adjunct for the good one.

The consolidation of schools also means the consolidation of school districts and the number of school districts has been decreasing steadily

even while the school population has been growing. The President's Commission on National Goals has recommended that the approximately 10 000 school districts existing today be reduced to about 10 000 in the next decade. In 1960-61 the number of school districts had decreased to 37 153. In 1950-51 the figure was 83 614 and in 1940-41 it was 116 999. At the present the largest number of school districts in any one state is to be found in Nebraska with 3 250.

6 Increasingly the operation of the school will come to depend on moneys from either the state or the federal government and it is likely that most of the additional financial support will come from the federal government. Public education controlled by the local community through an elected school committee may well be on the way out although school committees may continue to function even though they have lost real control over the education of their children in their schools. As education comes to depend less on the efforts of the local citizen it is likely that this will also have an effect on the interest of the citizen in the education in his community. When the education offered in the local school is directly related to what the community wants to do about education there will be much more interest than when a member of a community feels that he can do nothing about the local educational offering. Unless there is some unforeseen and drastic reversal of the trend public education in America and possibly private education as well will become increasingly dependent on the federal government and this will mean almost inevitably that we shall be slipping more and more into a system of national education. Some may view this as good and some may view it as bad but it would seem to the author to be a rather naive concept that the federal government will be willing to pay for the salaries of teachers without eventually becoming involved in the educational offering. University professors are increasingly becoming employees of the federal government and many professors at many universities hold their jobs only so long as the federal government continues to pay the funds that support them. The continuance of these funds depends on the provision of a program of research or education that is satisfactory to the government and this pattern may spread to the elementary and secondary schools.

These then would appear to be some of the changes that lie ahead for the American school — and in the very near future. They are the natural result of the culture of which they are a part. Let us now look at the pupil personnel services which as a basic part of the total school program are also an aspect of the culture in which they exist.

BOOKS TO READ

- BRAMELD Theodore *Education for the Emerging Age*, New York Harper and Brothers 1961
- HOEBEL E. Adamson *Man in the Primitive World*, New York McGraw Hill Book Co 1958
- KAPLAN MAX *Leisure in America* New York John Wiley and Sons 1960
- KNELLER GEORGE F *Existentialism and Education* New York Philosophical Library 1958
- MEAD Margaret *The Golden Age of American Anthropology*, New York George Braziller 1960
- NEILL A S Summerhill *A Radical Approach to Child Rearing* New York Hart Publishing Co 1960
- WRENN C Gilbert *The Counselor in a Changing World*, Washington American Personnel and Guidance Association 1962

two

THE CHILD, HIS NEEDS, AND HIS PROBLEMS

This is not a book on child psychology or child behavior, but it is obvious that while the teacher might have some defense for his lack of understanding about child behavior, the counselor must be considered as one who is an expert in the understanding of children and their behavior, and as one who possesses those skills which are necessary so that he can work effectively with children. Let us then, in this chapter, attempt to stress the need for a high degree of psychological understanding on the part of the counselor, and look briefly at some concepts of the individual child, his needs, and his problems.

CONCEPTS OF THE INDIVIDUAL

This brief section borrows heavily from the ideas of Hobbs¹ on the major influences on our changing concepts of the individual. The author will take Hobbs' four basic influences and give his own reactions to them.

1 Psychoanalysis has been a major factor in this century in determining how man views himself, and Freud is generally accepted as one who has had a major impact on Western man's viewpoint of himself. The psychoanalysis of Freud at the turn of the century in Europe is

¹ As they appear in a chapter "Changing Ideas About Human Behavior" in C. Gilbert Wrenn's *The Counselor in a Changing World*. Washington: American Personnel and Guidance Association, 1962.

not the psychoanalysis of Menninger and Sullivan and Horney of the middle of the century in America but the impact of many of Freud's basic concepts, not only on the process of psychotherapy but also on man and his behavior, are still felt. While the modern psychotherapist, psychiatrist, psychologist, or counselor may have more of a social development concept rather than the biological concept of Freud, he still carries with him much of Freud's concept of man — who he is, and why he is as he is.

The picture of man that was presented by psychoanalysis was a rather dismal one and, interestingly enough, it was very similar to the picture of man as presented by religion, although religion did not always get along too well with Freud or with psychoanalysis. Religion generally presented man as a sinful creature right from the beginning — as one who had to spend his life trying to live down something which was passed on to him by his original ancestors, but something which he could never quite erase. He carried on his shoulders, right from his conception a burden of guilt. Freud's man was somewhat the same, in that his basic and unconscious nature — his id — was made up primarily of instincts which if allowed full sway, would result in violence and death and destruction. This was the rather unhappy individual with whom the early theologian and the early psychotherapist worked, and both of these people, being humans themselves, must also have carried this load of guilt and sin on their shoulders. It is intriguing to wonder how this affected their relationships with their parishioners and their clients.

2 A more recent factor affecting our concept of man and his behavior is described as ego psychology. This is concerned with the development of the self as influenced by relationships with others who are important to the individual, and with his perception of himself. It tends to stress the normal individual and his development, and since the normal individual is one who is beset by a 'normal' number of neurotic symptoms but is not completely divorced from outer reality, this is an area which is of interest to school counselors. Individuals who have written in this area are Horney, Erikson and Wheelis.²

Ego psychology tends to present a more positive picture of man, and no therapist has presented a more positive picture than has Carl Rogers. To Rogers man is basically positive rather than negative constructive rather than destructive healthy rather than unhealthy. This

² K. Horney *The Neurotic Personality of Our Time* New York: Norton 1937
E. H. Erikson *Childhood and Society* New York: Norton 1950 A. Wheelis *The Quest for Identity* New York: Norton 1958

is also the viewpoint of this author and it is difficult to see how a counselor can really believe in the integrity of the individual in his possession of deep basic strengths in his right to be a free man and to be himself and his right to live his life if he also feels that this man is basically a negative creature who cannot be trusted to himself Skinner would appear to be a modern proponent of this dismal picture when he writes

The hypothesis that man is not free is essential to the application of scientific method to the study of human behavior. The free inner man who is held responsible for his behavior is only a prescientific substitute for the kinds of causes which are discovered in the course of scientific analysis. All these alternative causes lie outside the individual.³

It is of interest to note that Skinner might also be known as the father of the teaching machine. It may be that this attitude and a teaching machine go well together. This attitude apparently accepts as inevitable a society where man no longer exists for himself but is merely an instrument of the state, one who has no value as an individual and is a person. About the same time that Skinner was voicing his point of view another voice was saying

It is our experience in therapy that has brought us to the point of giving this proposition a central place. The therapist becomes very much aware that the forward moving tendency of the human organism is the basis upon which he relies most deeply and fundamentally. The therapist is very keenly aware that the only force upon which he can basically rely is the organic tendency toward ongoing growth and enhancement.⁴

Later, Rogers voiced the same deep and basic conviction

Or at the other end of the spectrum of choice we can choose to use the behavioral sciences in ways which will free, not control, which will bring about constructive variability, not conformity, which will develop creativity, not contentment, which will facilitate each person in his self-directed process of becoming, which will aid individuals, groups, and even the concept of science to become self-transcending in freshly adaptive ways of meeting life and its problems.⁵

3 A third factor would be positivistic psychology. This might be considered as a middle-of-the-road development which accepts the

3 B. F. Skinner, *Science and Human Behavior* (New York: MacMillan, 1955), p. 447.

4 Carl R. Rogers, *Client centered Psychotherapy* (Boston: Houghton Mifflin Co., 1951), pp. 489-90.

5 Carl R. Rogers, "The Place of the Person in the New World of the Behavioral Sciences," *The Personnel and Guidance Journal* 39: 442-451, February 1961.

method of science in the understanding of human behavior but does not accept the isolated, somewhat dogmatic and somewhat restrictive stimulus response, rats in a maize sort of psychology. There is a dissatisfaction here with the too frequent narrowness of the psychological studies of human behavior.

4 The existentialist movement in philosophy has had a profound effect on both theology and psychology, although it is likely that there are some counselors and some psychologists who are 'existentialists' only they don't know it. This movement has brought philosophy back into the fold of psychology, and Client centered psychotherapy has been much involved since probably more than any other school of psychotherapy, it has stressed the total man, and it has been concerned with the problems of the 'why' of behavior and of life. Man as a total being, as one with a purpose in life, as one for whom values are important—this is the concern of the existentialist and it is also the concern of the Client centered counselor.*

Empirical science broke away from the centuries of the dull and dead dogma that had become religion, and the scholar ceased to be one who would spend his life debating the question of the number of angels on the head of a pin, or trying to prove that what had to be true was true. Similarly, the behavioristic movement in psychology took psychology in America out of the rut in which it was stuck. In both cases however, while much that was pointless was done away with some of the deeper meanings of life and of man and of his behavior were also swept away in the wind. Existentialism and Client centered psychotherapy have brought philosophy and values back into psychology and counseling and this is probably good for all concerned. Certainly theologians today are facing up to philosophical issues in a somewhat more empirical manner, and are thus running into all sorts of fascinating difficulties when they look at man and his behavior and at the same time, psychologists are allowing philosophy to seep into their empiricism. A mark of the times might be seen in the fact that a symposium on the place of sin in psychotherapy was held at the 1959 annual convention of the American Psychological Association.

THE NEEDS OF CHILDREN

In some nations schools exist basically for the development of rulers, while in others their basic function is the preparation of

*The school counselor should read George F. Kneller *Existentialism and Education* New York: Philosophical Library 1958.

enjoyment and relaxation, there is less rigidity and therefore more interest and enjoyment, and there is, perhaps, less *teaching* but more *learning*. In such a school the experiences are geared to the *needs* of the child in his society and his culture and in his day, and when we look at the needs of children, there would seem to be little question about the necessity for personnel minded teachers as well as personnel services.

We cannot ignore the statistics that indicate that our citizenry is not as secure and stable as might be desired. While some might say that we have always had our proportion of unhappy and fearful individuals, and that such individuals are often responsible for our progress, it is also true that such individuals are even more often responsible for much of our woe. In any case, if the cost of greater happiness and more personal security among the people of our country is a slower rate of technological progress, then the price would appear to be worth paying.

We know the figures that tell us that all is not well. Over two million young men were rejected by or discharged from the armed forces during World War II for neuropsychiatric disorders, during the first year of the Korean War over 35 per cent of all young men examined were rejected for academic, physical, or psychological reasons, there are over 700 000 chronic alcoholics in the United States, medical doctors say that over half of their patients need psychotherapy, and that over half of the hospital beds would be empty if occupants were admitted only because of physical and organic disorders. The number of crimes committed each year steadily increases. Juvenile delinquency court cases rose from 14.7 per 1000 children in 1948 to 27.2 per 1000 in 1957, and experts expect one million juvenile delinquents by 1965.

The divorce rate is high, although the 2.3 divorces per 1000 population in 1955 is much less than the 3.5 in 1945. It should be kept in mind, too, that most divorces occur among younger people in their first few years of marriage, that 87 per cent of those divorced remarry, and that Americans are among the "most marrying people" in the world. Nevertheless, divorce often leaves a trail of unhappy children although many desperate children come from homes where a man and a woman still live as husband and wife but neither of them has ever accepted the responsibilities of parents let alone husband or wife.

These stark statistics indicate that the needs of many children are simply not being met. All humans have their needs some being more extreme than others and these needs obviously differ with age, sex, intelligence and so on. As children grow up each unsatisfied need increases the intensity of the needs that lie ahead, and makes their

satisfaction more difficult. Whatever the needs of the child may be the school must be aware of them and the educational experiences of the child must be geared to these needs.

Mouly refers to physiological needs as being the need for food for water for sleep and rest for activity for shelter and proper temperature and for sexual satisfaction while he sees the psychological needs as the need for affection for belonging for achievement for independence for social recognition and for self esteem.⁷

McKinney describes the five basic needs and drives of adolescents as follows

(1) There are many evidences of the need for independence. Most teenagers long for maturity to be on their own to grow up to be considered competent to earn the privileges and appurtenances of adults.

(2) Few wishes and desires are stronger than to be respected wanted and esteemed by members of the opposite sex.

(3) Status among one's group is at a high premium at this time. To be part of the gang or of a clique to rate to be popular to be wanted by others to belong to organizations and to be elected to office — all fit into this category.

(4) The three satisfactions above can reflect the fourth — a youth's emotional security. Security is accompanied by a feeling of safety an inner conviction of one's strength to meet problems as they present themselves.

(5) The need for success can be satisfied by competence and achievement in any realm such as athletics friendship dramatics debating writing. Any accomplishment that brings in its trail rewards and allows the individual to see progress and achievement is satisfying — doubly satisfying if others too are impressed by it.⁸

In a somewhat different vein Willey and Andrew refer to the eight imperative needs of youth as being

1. Ethical and moral living independence of action emancipation from parents normal relationships with the opposite sex.

2. Citizenship a satisfying place among fellow men status with age group social and civic competency.

3. Home and family life wholesome relationships with the opposite sex marriage home and family life orientation.

4. Self realization and use of leisure personal achievement achievement of emotional security.

⁷ George J. Mouly *Psychology for Effective Teaching* New York: Holt Rinehart and Winston, 1960, pp. 24-26.

⁸ Fred McKinney *Counseling for Personal Adjustment* Boston: Houghton Mifflin Co., 1938, p. 59.

- 5 Health
- 6 Consumer education
- 7 Tools of learning
- 8 Work experience occupational adjustment and competencies appropriate vocational goals⁹

Tolbert stresses the importance of an understanding by the counselor of not only the needs of the client but also the sources of these needs

Of particular importance to the counselor is the source of needs drives and motives. Why does it make a difference to the pupil if he gets to the right classroom? It is a learned or secondary drive rather than a primary need such as the need for food or water. The learned or secondary needs have their origin in the satisfaction of primary needs in social situations for example in the home. The approval of others being associated with the gratification of needs (physiological) becomes in itself need reducing. In the same way the individual can learn to need the approval of others.¹⁰

In a somewhat similar manner Lindgren distinguishes between the basic psychological needs and the normative needs

To say for example that a child needs rewarding social contacts is to recognize a psychological need—a *basic* need—to obtain satisfactions from relationships with other people. But to say that a child needs successful experience in algebra is to refer to the expectations standards or norms (hence the term *normative* needs) that adults have developed on his behalf. A child cannot help but respond to his psychological needs; they are a dimension or aspect of the psychological factors that motivate his behavior. He may or may not respond to the normative needs that adults have developed for him.¹¹

Maslow sees a hierarchical structure of needs, where the development of a certain kind of need depends on the achievement or satisfaction of the need which precedes it. He refers to these needs as (1) The physical needs for food water sex etc. (2) The needs of safety—for an orderly and predictable world in which one does not just live day to day. (3) The needs for belonging and being loved—for close and affectionate relationships with others. (4) The esteem needs for achievement adequacy mastery, competence and independence. (5) The need for self actualization—for the individual to become what

⁹ Roy DeVerl Willey and Dean C. Andrew *Modern Methods and Techniques in Guidance* New York Harper and Brothers 1933 pp 116-117

¹⁰ E. L. Tolbert *Introduction to Counseling* New York McGraw Hill 1939 p 161

¹¹ Henry Clay Lindgren *Educational Psychology in the Classroom* New York John Wiley and Sons 1936 p 25

he potentially can be (6) The cognitive and knowing needs — the need for knowing and understanding (7) The aesthetic needs for beauty and harmony^{1*} Maslow stresses with good reason the *hierarchical* aspects of the needs of man. They are not isolated and divorced from each other.

The urbanized child of today does not bring adult experiences into the adult world as did the rural child of not too long ago and the modern youngster grows up in a culture of change and of resulting instability. In one generation we have moved faster in many ways than we did previously in a score of generations. Our cultural rights and wrongs change with bewildering rapidity as do our international friends and foes. Few children grow up in an atmosphere of

This is the way it has been this is the way it always will be. Even the still young adult or parent may fretfully say. But not so many years ago when I was young we wouldn't do that. Nor would they but they will now and while change is an inevitable and desirable process it is unfortunate if the solid things of the past are pulled away before the children of the present have an acceptable substitute. In the modern environment literally and figuratively there is no longer the big strong tree in the backyard — the tree that always had been there and as the child assumed always would be there there is no longer the swimming hole where the child knew everybody and they knew him there is no longer the closeness of grandparents and many relatives who gave of their strength and love. In an unfortunate number of homes there are no longer even the father and the mother the strong and wise and loving rocks on whom the child could always depend. Even the unhygienic room in the old schoolhouse may some times have been more symbolic of security than the modern well lit well ventilated and antiseptic classroom.

This then the author would see as the greatest need of children today — the need to be an important and accepted part of their society. The very nature of our society is such that children are less needed and often they are less wanted. They are no longer an economic asset but an economic liability and this will be increasingly true as the societal demands for more formal education become greater and greater. Teachers and counselors must see to it that the child becomes a contributing and wanted part of the school society rather than a passive or hostile individual who remains in school only because somebody says that he must.

^{1*} A. H. Maslow *Motivation and Personality* New York: Harper and Brothers 1954 pp. 80-98.

PROBLEMS OF CHILDREN

Some of the author's colleagues are more sensitive than he about the word 'problems,' and appear to equate 'problems' with problem children. The author, however, can see nothing abnormal or nasty about problems and the problems which are discussed in this book are overwhelmingly those which trouble ordinary children. A child may be discussing a developmental task or the frustration caused by the presence of an obstacle to the achievement of a need, but what he usually says to the author at least is, 'I got a problem.' What this ordinary, normal fellow has is a problem — and this is what the author will discuss.

In discussing the psychological meaning of 'problem,' McKinney points out

From the psychological standpoint the word 'problem' is used ordinarily to indicate a *barrier to the satisfaction of a drive*. The individual meets a problem when he is striving for a goal which some factor in his environment or within himself blocks.

An unstable, anxious girl may have many complaints — physical, mental and emotional — but her *problem* in terms of this definition is a block in her striving for deep love. This striving will have a long history in her relations with her family. A boy fails to make the team. He has many symptoms, but his *problem* is a desire for physical and social status which he feels he has failed to gain throughout his history.¹³

Numerous studies have been made to identify the problems of children, and in many of these children have identified their own problems. Mahoney and Engle, for example, identify the following problems as being considered to be of importance by a group of high school students: How should I choose life work? What subjects should I choose in school? Should I enlist or wait to be drafted? Should I plan to go to college? What should I do to be sure of a good job when I finish high school? What should I do — or not do — when I am out on a date? How can I get along better with my father and mother? What should I do to be more popular?¹⁴

Starr, in a study of approximately 1,650 boys and girls in grades 9, 10, 11, and 12, used a check list somewhat like that of Mooney,¹⁵

¹³ McKinney *op cit.*, p. 91

¹⁴ Harold J. Mahoney and T. L. Engle *Points for Decision*. Yonkers-on-Hudson: World Book Co. 1957, p. 8.

¹⁵ Ross L. Mooney *Problem Check List: High School Form*. Columbus: Bureau of Educational Research, The Ohio State University, 1949.

and of Remers and Shumberg¹⁶ He identified the following problem areas

- 1 Concerning myself with emphasis on the areas of personal adjustment emotional maturity and psychological self acceptance
- 2 Health and physical appearance with emphasis on physical appearance good health and physical fitness
- 3 Getting along with boys and girls of my own age with emphasis on opposite sex relationships how to make and keep friends and dating
- 4 Home and family life with emphasis on adolescent family conflicts living conditions and home conditions
- 5 Getting along with teachers with emphasis on student teacher conflicts and teacher personality adjustments
- 6 Getting along with grown ups with emphasis on adolescent adult conflicts and social adjustment
- 7 School life with emphasis on adjustment to school work and achievement in school work
- 8 Administration of a school program with emphasis on opportunities in a school program and curriculum and scheduling procedures
- 9 Concerning my future with emphasis on vocational future and educational future
- 10 Money and work with emphasis on economic concern and employment
- 11 Religion with emphasis on understanding religion and religious conflicts
- 12 Life in general with emphasis on world conditions and adjustment to life problems¹⁷

More specific information from Starr's study showed that girls in grade 9 recognized five times as many problems as boys recognized and the greater proportion of these problems fell into the areas of Concerning myself and Getting along with boys and girls of my own age More than one-fourth of the 43 problems listed as being of more concern to boys than to girls were in the area of Getting along with boys and girls of my own age Boys and girls in grade 12 were more or less equally concerned over the problems listed Pupils in grade 9 with low intelligence quotients showed concern over more than ten times as many problems as did pupils with high intelligence quotients in the same grade Approximately 20 per cent

¹⁶ H. H. Remmers and Benjamin Shumberg *SRA Youth Inventory Form 4* Chicago Science Research Associates 1949

¹⁷ Irving S. Starr *An Analysis of the Problems of Senior High School Youth According to Age Sex and Intelligence Quotients* D. Ed. Dissertation, Boston University 1953

of the 381 problems mentioned by pupils with low intelligence quotients fell in the area 'Concerning myself'. The 36 problems considered to be of greater concern by pupils in grade 9 with high intelligence quotients were unevenly distributed in ten areas. The areas 'Home and family life,' 'Getting along with teachers,' 'Money and work,' and 'Life in general' did not include any of these 36 problems. In grade 11, the pupils with low intelligence recognized two and one half times as many problems as being of concern to them as did the pupils with high intelligence. Approximately 20 per cent of these problems were in the area, 'Concerning myself'. Approximately 58 per cent of the problems considered to be of greater concern by pupils with high intelligence were somewhat evenly distributed in the areas, 'Concerning myself,' 'Health and physical appearance,' 'Getting along with boys and girls of my own age,' 'School life,' and 'My future'.

Hulslander has described a study on guidance in the elementary school involving 611 schools in 19 states.¹⁸ Reporting on problems of pupils in the kindergarten and the first grade, it is indicated that personal emotional problems occurred most frequently, social problems were present to a significant degree, while educational and occupational problems seldom occurred. In the second, third, and fourth grades, personal emotional and social problems continued at a significant degree, with educational problems becoming more frequent than in the previous grades. Occupational problems were seldom noticed. From the fifth to eighth grades, personal emotional, social, and educational problems were reported as being the most frequent or significant, while there was also an increase in the significance of occupational problems.

The 'problem child' of the teacher may be only a problem to the teacher, although this very fact will eventually become a problem for the child. Studies by Getzels and Jackson, for example, tend to indicate that the child who is 'intelligent' in the sense of the achievement of good grades, but is not particularly creative, is the one who is usually smiled upon by the teacher, whereas the child who is still high in intelligence, but is much more creative, may often be considered to be somewhat of a deviate and a problem and he will thus have a more difficult time in school. The more creative children have less stereotyped interests and less conventional conceptions of what success in life might mean. The qualities perceived as desirable by the creative children were often at odds with the concepts of the teachers.

¹⁸ S. C. Hulslander, 'Assisting Youth Adjustment in Elementary Schools', *The Personnel and Guidance Journal*, 32, March 1954, pp. 393-94.

whereas the intelligent but less creative children tended to echo the preferences of the teachers¹⁹ One might infer from this that the teachers liked those children who were happy to maintain the status quo and be like others whereas they looked with some suspicion upon those children who wished to explore and to question and to challenge

In a somewhat related study Mackinnon found that the two variables that contributed to the functioning of the highly effective individual were emotional stability or personal soundness and originality or creativity of thought or action The background of the emotionally stable was characterized by what one would expect in the way of positives — healthy childhood respected parents who gave affectionate and close attention to their children friendly relations with other children experiences in various activities normal sexual development and so on The creative students on the other hand were often marked by what might generally be considered to be negatives — they had unhealthy home backgrounds they were aggressive with a high level of energy they scored high in feminine characteristics they were skeptical and overly rebellious in school²⁰ Again here surely the implication would be that these individuals would very often be the ones who would be rejected and shunned and looked upon as problems by teachers involved in the business of the formal education of the young

These studies and others like them surely raise the question as to the extent to which the school views as problems those children who actually have the most to contribute to society the children who by their very individualism and lack of acceptance of the status quo may be showing a much better total adjustment than those more passive intelligent children who do well what is required but who never really get into the realm of inquiry and exploration and questioning

Even if the child is understood however, he will normally face a number of situations which will pose problems of varying degrees of intensity These will likely be related to four basic areas

- (1) self acceptance,
- (2) the world of the school,
- (3) the world of work and
- (4) sexuality

¹⁹ J. W. Getzels and P. W. Jackson "The Meaning of Giftedness — An Examination of an Expanding Concept" *Phi Delta Kappan* 40 73-77 November 1958

²⁰ D. W. Mackinnon "The Highly Effective Individual" *Teachers College Record* 1960-61 pp 367-38

1 The struggle for self acceptance is never ending, and it starts with the birth of the child. The extent to which he becomes acceptant of others and of himself is drastically affected by the degree to which his environment, consisting mostly of his parents, is acceptant of him. It is also true, however, that the child, even at the tender age of a few days, has an effect on the extent to which his parents are acceptant of him. Theoretically, the mature and stable parent's acceptance of his child is an absolute affair, affected in no way by anything the child does, or by anything different about him, such as some physical malformation, a mental deficiency, or a tendency to cry continually. Seldom in reality, however, are parents of this stern and solid mold. The child unwittingly and innocently plays an important role in his acceptance by his parents, and it is a tragic thing when an innocent child is penalized for some deficiency over which he has no control, and for which he should be shown even more sympathy and understanding. It is a fine thing to see some parents who have retarded children giving to these youngsters everything they have in the way of love and affection, so that although the child may be born with certain deficiencies, the parent does not add to them.

As the child grows older, these feelings and attitudes that are expressed by others toward him become a part of his self concept, and the negation that a mother feels toward her child may, in due time, become the negation that he feels toward himself. A negative society will reinforce his concept of a hostile world, and this attitude of his, in turn, will increase the negation directed toward him. By the time the child has become an adult, this dislike of the self may be shown in many ways, often by an aggressive and hostile attitude toward others, or by a passive and overly acceptant attitude toward everybody and everything. The child who rants bitterly about his feelings toward a hated father may not be too different from the child who goes into continual and ecstatic comment about his wonderful and perfect parent, in fact, the second child may be sicker than the first.

Teachers usually play a role second only to the parents in this matter of self acceptance and self understanding. The teacher may regret what is being done by some parents to drive the child into an unhealthy self concept but the parents at least can say that they did not understand or that they were so worried and disturbed themselves that they didn't know what they were doing. If the teacher is to think of himself as a professional worker, he cannot use either of these excuses to explain why he aids the parents in making it even more certain that one more frustrated and fearful individual will be added to this already large group of adults. The training of both

the teacher and the counselor should be such that they have some understanding of *their* self concept, and the extent of *their* self acceptance. Their professional knowledge should be such that they know when they are committing acts that are highly questionable from a psychological and mental health point of view.

The extent of the acceptance of the self is usually a measure of the degree to which the development of independence and the eventual breaking away from adult control is to be an easy task or, on the other hand, a fearful, tense, never-ending struggle. There is not usually too much of a problem when the individual is a small child, when he thinks of himself as a small child, and when he is considered by others to be a small child, and thus can accept his dependence without too much difficulty. As he grows older, however, he begins more and more to want to feel that he can row his own boat and even the best adjusted child has some degree of tension and disturbance at the in between stage when he wants to be a man in his own right, and yet at the same time wants the safety, comfort, and protection of the home. It takes wise and understanding and stable parents and teachers to help the child bridge this no-man's land, so that he can pass from childhood to adulthood without bearing the marks of his struggle.

Too frequently, teachers make this transition more difficult by impressing on the child the cultural concept that "You must love your father and mother because they are your father and mother." This makes it difficult for some children to accept their hatred of their parents, and there are parents for whom hatred by the child is a normal and rational attitude. The child then has the struggle between the feeling that he hates his parents and the knowledge that he shouldn't hate his parents, and the reason, he sometimes learns is that "it isn't a nice thing to do." His progress would be more certain if the teacher were more acceptant of his hatred and less zealous about changing his attitude into a better one. Whether we be teachers or parents, acceptance of the feelings of the child is essential, and it has to be at more than a verbal level if we are ever going to be able to help the child to be acceptant of his self as it really is. This in turn will make change more likely, since we cannot change what we cannot see or accept.

Our failure to help many children in their struggle to become more acceptant and more independent is often illustrated by those unhappy adults who feel they "owe" something to their parents and seldom can get to the point where they will talk openly about the hostility behind this debt that they feel they must carry. This should

not be confused with the healthier love and respect that many adults have for their parents because the parents have earned this respect, but there is much less here of the attitude, "Well, I suppose I must do this because after all they are my parents' Children should, and will, if the atmosphere is as it should be, grow up with love and respect and admiration for their parents, but there is a minimum of the "owing" feeling, and such adults do not feel guilty about leaving their parents and moving along to live their own lives The parents, on the other hand, accept the fact of life that the best indication of their success as parents is the fact that the children can go off and live their own lives without the parents

The author has talked to many young men and women who can see only unhappy choices ahead of them They want to break away from their parents and live their own lives, but if they do this, they will feel guilty of some form of immoral behavior, and be plagued by the picture of their poor forsaken parents, a picture which the parents have implanted in their minds over a period of years On the other hand, the only other choice that they can see is to remain tied to mother, and sometimes father, and be of service to them as long as they live This, at first sight, may seem noble and altruistic, and for some it may indeed be a noble and altruistic act, but most carry the load bitterly, and see their young years slipping away as they remain handcuffed to their parents, unable to do anything about it Some of these persons are to be found among the ranks of school teachers, and whether they be the "Mom" man who still has his mother's apron strings attached to him, or the female version of the "Mom" man, the negative feelings that they carry with them cannot help but affect the classroom atmosphere and the relationship between the children and the teacher

2 For all children the great adventure of "going to school" poses a new set of problems Many children will meet these problems and solve them with little or no difficulty, but there are many others who will stumble along the way, and their difficulties, instead of being alleviated by the supposedly professional workers in the school, might actually be increased The introduction to school is not always easy, especially for the child who has had no previous nursery school or kindergarten experience, and who may have grown up in a neighborhood or a home where there were no other children near his own age

The first problem that the child faces is not an academic one, but it is rather the process of becoming socialized so that he is able to work and play with a group of children and gradually learn to do things because others want to do them, rather than just because he

wants to do them. If an only child living in a neighborhood where there are few other children has his first experience in school in a first grade class with a teacher who thinks she is supposed to start teaching the first hour of the first day he is going to have his difficulties unless he is a most unusual fellow. If in addition to this he happens to be less capable than the average child in any way or has some physical deviation from the ordinary child his difficulties will be multiplied. Elementary school teachers are probably on the whole the best teachers in our whole system of formal education and they need to be because what school is going to mean for many years to come is decided for the child in the first few grades. If the child gets through these years in good style he will be better able to cope with any neurotic demanding and unreasonable teachers that he may meet in later grades. Some children unfortunately will meet such teachers not only in later grades but right at the beginning of their school careers.

With secondary school children the curriculum itself may be frustrating but with elementary school children it is more likely to be the adjustment to the curriculum that causes the trouble. There are numerous other experiences that the child may have in the school that might be the cause of trouble particularly for the child who does not have a happy and secure home life. Some of these experiences are indicated below.

α He may soon for the first time run into real pressure and competition. Competition is stressed in our society and while there may be such a thing as normal healthy competition it can and for many people does develop into a mad and deadly race with no real end in sight. Most people who engage in athletic pursuits want to achieve and to win but the individual who participates only to win and who sometimes apparently feels that he must win at any cost—and some coaches would seem to feel this way—is no longer playing and competing in a healthy manner. Too frequently in schools because of the pressures that are exerted upon him the child picks up the idea that he must compete. Regardless of how well he does or how much he is satisfied with what he does he may find that he must do better or run the risk of being accused of being lazy or lacking in ambition. It may be that we concentrate too much in school on praising the virtues of winning and on trying to prepare every child to be a winner when we should be doing something to help children to adjust to losing so that they will not feel too badly about losing as long as they are satisfied that the effort was worthwhile. Most of us lose far more often than we win but we receive little

training in how to be good losers. The author can remember his earlier days in teaching when he coached a junior high school hockey team which had a record of consistent losses. Not knowing too much about hockey, and not having too much in the way of hockey potential, the embryonic coach felt that at least he might be able to do something to help the young fellows to feel that while winning a game was good, it wasn't the real reason for playing the game. The real reason was that the game was fun, and it was still fun regardless of the record of the team. By the end of the season the team had made little change in its losing status, but it did cause some amazement among the members of other teams to observe this group of boys, after taking a 9-0 beating, get together and cheer the winners lustily, and then go off the ice jauntily as if they had just won a championship. And so it is in the much more important game of living, and teachers and counselors should help the children to come to understand this important principle of happy living.

b Along much the same lines, we reward those who least need the reward, and give nothing to the person who needs some stimulation and recognition to help him to feel that he is worth something, and so to make it more likely that he will contribute something. Our stars, our smiles, our praises, and our awards usually go to those who win, not because of the nobility of their effort, but rather because they just happen to have what it takes to win these awards. It is true, of course, that later on in society the child is not going to be rewarded for effort, but rather for the product of his work; but it is equally true that being unrecognized and unwanted and unloved in one's earlier years is a poor preparation for the frustrations that one may meet in later years. We cannot do much to change the intelligence of the child in our classroom, but as teachers and counselors we can do something to help him achieve a point of view such that society will smile at him instead of growling at him.

It may be that in schools we are not being as realistic as we think when we award on the basis of intelligence, since there is usually a correlation between grades and intelligence. Generally, our measure of a man, whether we are thinking of him as a friend or a potential employee, is affected far more by his general attitude, by the way he speaks, by the way he dresses, and by the way he looks, than it is by his intelligence, which is difficult to determine even if we were interested in it. Most people who are accepted socially and move ahead occupationally do not do so because their abstract intelligence is greater than that of their competitors, but simply because people like them — the way they look, the way they talk, and the way they think.

And so it is too that most people who are demoted or discharged do not have this unfortunate experience because it is discovered that their IQ is 108 while that of a rival is 128. Granted of course intelligence plays a part but it may be that we are not giving the children an accurate version of adult society when we grant our primary awards—grades—almost solely on the basis of intellectual capacity. In the world of work the child will soon find that his total personality is of much more importance than his intelligence which is after all, merely one aspect of a personality.

c Many a young child will become increasingly frustrated when he finds that the school expects of him the impossible. As soon as the school sets up a certain minimum standard for all, and indicates that before anyone can proceed beyond a certain point he must achieve a certain score or develop certain skills then some children have automatically gone as far as they can go regardless of their effort. If a college accepts only those students who are in the upper ten per cent of their high school graduating class then this automatically means that the great majority of the students in the country regardless of their effort and capacity will never be able to attend that college. If a first grade teacher sets up an equivalent line for promotion then it also means that there will be some children who will never get past that point. There is no simple answer to the problem of retention or repetition of grades and helter skelter promotion without any consideration of the results merely means that each succeeding teacher is going to have a more confused task in trying to teach a group of children who each year will have a more disparate range of skills and capacities and understanding. It is equally true however that most children who are retained in a grade are not eventually promoted because they are any better but because someone decides that they have been in one grade long enough. There is plenty of evidence to indicate that with few exceptions grade repetition is usually a negative experience for the child.²¹

The extent of one's contribution is after all a relative matter and our personal problems arise not so much because we actually contribute little to our fellow man or to the world in general but because we have learned usually from our parents but often from our

²¹ See Harold W. Bernard, C. Evans James and Franklin R. Zerian, *Cuidance Services in Elementary Schools*, New York: Chartwell, 1954, pp. 37-41; Joseph L. French, *Educating the Gifted*, New York: Holt, Rinehart and Winston, 1959, pp. 402-411; Robert Knapp, *Practical Guidance Methods*, New York: McGraw-Hill, 1953, pp. 131-37; Henry Clay Lindgren, *Educational Psychology in the Classroom*, New York: John Wiley & Sons, Inc., 1956, pp. 163-164; Roy De Verl Willey, *Guidance in Elementary Education*, New York: Harper & Brothers, 1960, pp. 291-292.

teachers, that what we contribute is not enough. When one has exerted himself mightily, and has done the best he can, it is difficult to learn that 'this is not enough'. This experience is becoming increasingly common at the college level, since more and more parents expect their children, with greatly varying capacities, to graduate from college, while college professors generally expect their students to produce exactly as they did twenty years ago. Thus, when a college student asks, 'But why did I fail in that subject? I worked as hard as I could,' the simple answer may be that the student did not have the capacity that the professor assumed was possessed by all college students. If all children are expected to take twelve years of formal education, then it must be assumed that there is going to be a wide spread in what they actually get from that education, in what they actually learn. At the present time, our basic means of determining what one has learned in school is often little more than a crude and invalid measure of what one has committed to memory. It is difficult to arrive at a valid criterion of achievement for each child, but we must surely agree that there can be general criteria that will apply to all children, and that the production expected from each child must, after all, be in some way correlated with his ability to produce.

The other major factor that is of great importance in school achievement is motivation, and this may sometimes displace intelligence as *the* major factor. In this matter the school is often equally unrealistic, and as with intelligence, expects the impossible. Even if we could ever have a classroom with children of equal intellectual capacity, we could not expect equal achievement because of the difference in the motivation of the children. Is education important in the home, or is it considered to be a waste of time? Is the child encouraged to get what he can from his school experience, is he pressured to produce, or is he ignored? Is the home a place where the school and the teachers are discussed in a favorable light, or is it a place where they are disliked and held up to ridicule? Is the home a place where there are many experiences that can enrich and supplement what goes on in the school, or is it an intellectually sterile place where TV and comic books compete with each other as the major avenues of learning?

The achievement of the child in the school, then, is affected by many factors, but the two primary ones are his intellectual capacity and his motivation. There are no two children for whom these are exactly the same and the teacher invites tension and stress in the classroom when he sets an arbitrary line of achievement that must be passed by all.

3 All children or at least nearly all must sooner or later enter the adult world of work and this whole problem is considered in more detail in another chapter. For some the process may not be particularly painful but for others it will be the beginning of a long series of frustrations—the never ending quest for “the job that suits me.” While it is true that some occupations suit some people more than they suit others it is equally true that most men and women who do a good job in one occupation would have done equally well in a hundred others. It is unfortunate that some vocational guidance counsellors have given strength to the fallacy that there is a “just right for me” job somewhere for every man and woman in the country. This fallacy implies that no matter how odd the shape of one’s occupational peg there is somewhere an identically shaped occupational hole and eventually if one hunts long enough the two will come together. Seldom if ever is there such a happy occupational union since the hard fact is that the individual has to modify himself to fit the job far more often than the job will be modified to fit him. It is true of course that the pliable individual is the sort of person who in the long run may have an effect on his job but he does not go around spending vain hours seeking the job that is just right for him.

The ways in which a young person becomes interested in a job are usually as haphazard as the ways in which he becomes interested in a potential mate and the ball might just as well have rolled in a dozen different directions. A deliberate choice of a job may of course be an interesting indication of one’s total personality. It may be more than accidental that one boy becomes a hairdresser while another becomes an undertaker and that one girl becomes a school teacher while another becomes an airline stewardess. On the other hand it may be purely accidental and have little or no validity as an indication of the individual’s personality. At any rate in our present mobile and restless society it is a highly questionable procedure to start training a young man or woman at an early age for a specific and narrow occupation. Occupational changes in the American working population are noted below. The first figure refers to the percentage of workers employed in the stated occupation in 1910 while the second figure refers to the percentage employed in 1950.”

Managers and businessmen	7%—9%
Professional workers	4%—7%
Skilled craftsmen and foremen	12%—14%
Semiskilled workers	15%—22%

Unskilled workers (other than farm)	15% — 8%
Clerical and sales workers	10% — 20%
Farm owners and managers	16% — 8%
Farm laborers	14% — 5%
Personal services workers	7% — 7%

The figures for 1959 are as follows:

Professional and technical	11%
Proprietors and managers	10%
Clerical and sales workers	21%
Skilled workers	13%
Semi skilled workers	18%
Service workers	12%
Unskilled workers	6%
Farmers and farm workers	9% ²³

Although the figures are not all comparable, it may be noted that the steady decline in the proportion of unskilled workers has continued since 1910, whereas the figure for skilled craftsmen and semi skilled workers has started a slow decline only in the past decade. The proportion of sales and service workers continues to increase, the latter quite sharply, while the proportion of professional and managerial occupations continues to increase slightly, although the pressure on children to become professional workers has increased tremendously. The recent figure for farmers and farm workers would appear to be accurate, although this does raise some question as to the accuracy of the 1950 figure. The actual number of farm workers has declined steadily from 1950 to 1960, even though the total number of employed in the country has increased by many millions.

It is assumed in most elementary schools that children have no vocational problems, and this is generally true although, as has already been indicated, the seeds of vocational difficulties may be planted in the earlier grades. Girls do not hear too much about their heroines in classroom stories becoming waitresses or factory workers or stenographers or just plain housewives, but they do hear quite a bit about teachers and nurses. Nor have boys in elementary schools heard and read too much about their heroes being truck drivers or factory workers or salesmen, but they have heard quite a bit about lawyers and doctors and engineers.

²³ *Manpower Challenge of the 1960's*, United States Department of Labor, 1960 p. 10

Teachers often give children the definite impression that any young person who is worth anything will go on to college and too many school counselors spend practically all of their time with the smaller proportion of students who plan to attend college and ignore the larger group that does not intend to go to college but which is probably in greater need of their services. The author can remember a PTA president's comment to a group of parents that 65 per cent of the last graduating class went on to college being greeted by a tremendous cheer. The definite impression appeared to be that the major criterion of a successful school system was the proportion of its high school graduates who went on to college. This is a highly questionable criterion and the sociologist may lose sleep at night as he dreams of the day when a college degree becomes a prerequisite for all jobs so that even if one is going to drive a truck or work in a coal mine or catch fish he must satisfy the union requirement of a college degree before he will be allowed to work. This dream may not be too far away from reality since even today many employers who say that the candidate must have a college degree to be considered for a position put no emphasis whatsoever on the learning that is supposed to have taken place in college. They want the degree for the sake of the degree. It is the union ticket. This is much the same sort of thing as some of the increment courses that teachers must take so that they can get a raise in salary. While the administrative motivation in wanting the teachers to take the course may be sound and while the reasons that many teachers do take the courses are sound there is an unfortunate number of teachers who take such courses solely because it means that they will get an increase in salary. If there is a choice of courses the one that such teachers take is not the better course with the better instructor but the easiest course with the easiest instructor. The author can remember a teacher after she had received a most respectable grade which she considered to be too low saying bitterly as she wept: "I'd never have taken that course if I had known that I'd have to do any work!" This attitude of course is shared by only a small proportion of teachers but it is there with some of them. This naturally tends to reinforce in the mind of the child the idea that a college education is an occupational necessity rather than a learning experience that should be shared only by those who wish to get much from it and are therefore willing to put much effort into it.

Because of parental pressure then the child may come to accept an unrealistic vocational goal. Often the teacher is the only person who can at an early stage note this unrealism and he may do much to help the child to come to realize the distortion of his vocational

concept. On the other hand, every day that this vocational goal becomes more and more an integral part of the individual, it becomes increasingly difficult to change, and there is an increasing likelihood of a clash between the dream and the actual capacities and potentialities of the individual. What happens to the boy who has taken for granted that he will go on to medical school so that your old Dad can be proud of you when by the time he is in grade 9 he is beginning to find it difficult to do a satisfactory academic job? What happens to the girl who has learned that she is supposed to be a teacher because of family tradition but each day, the more she sees of teachers and teaching, wants less to be a teacher? If the child is going to be able to adjust to the world of work he should have what is necessary in order to be able to do his job effectively, but in addition the job must be something that he will be happy to do and something that he wants to do. In millions of jobs little or nothing is required in the way of skill, and not too much in the way of intelligence. A large proportion perhaps even the majority, of the working population of the United States works basically to make a living rather than because they feel their work as an adventure or a contribution. Thus it may be that they do not particularly *want* to do their daily task, but that they consider it to be satisfactory as long as they are not unhappy about it.

It is interesting to compare two studies, both of which illustrate the unrealism of youth with regard to their vocational future. In 1948 Yeo made a study of a large New England city, comparing the vocational choices of youth with the actual distribution of workers in the state. The first figure refers to the pupils' preference while the second figure refers to the distribution of workers in the state.²⁴

Professional and semiprofessional	56.6%—9.02%
Clerical sales and kindred workers	12.2%—21.19%
Craftsmen, foremen and kindred workers	4.6%—13.65%
Operatives and kindred workers	1.4%—26.91%
Domestic and other services	1.4%—12.65%

A decade earlier, Bell had made a somewhat similar study at a national level of the depression youth of the country. The results were very similar to those of Yeo. The first figure refers to the per

²⁴ J. Wendell Yeo *Report of a Survey of Guidance Services* Boston: Boston University School of Education, 1948, p. 23.

centage of youth desiring the field, while the second figure refers to the percentage of youth employed in the field²³

Professional technical	38.3%—7.5%
Managerial	39.1%—4.1%
Office sales	18.5%—27.1%
Skilled	18.2%—4.3%
Semiskilled	16.3%—24.9%
Unskilled	2.5%—14.6%

The discrepancy today is probably even sharper and there is nothing unhealthy about the vocational dreams of youth as long as the young are aware of the chances of transferring their dreams into reality. While it may be theoretically possible that any boy in the United States can in the Horatio Alger tradition, become President, it would be most unfortunate if a large number of boys did start out at an early age grimly determined that some day, come what may they would be President!

Vocational unrealism, for example, was shown in a survey of a high school in which not one of 400 boys and girls planned to work in the mills although this was the major occupation of their parents and almost certainly would be the occupation of a large number of these young people.

Parents and teachers then, too frequently help the child to become vocationally unrealistic, and when he moves into the world of work there is often tension and difficulty. The author would question the accuracy of the term 'Vocational maladjustment,' or at least the implication of the term, since it would seem that when one's occupation is supposedly the source of maladjustment, the individual is actually showing his general lack of integration. The business of the school is not to prepare the child for a specific occupation as much as it is to help him along the road to total integration. He may then in a more appropriate place with much less expenditure of time and effort and with much greater motivation, learn the skills that he must learn in order to do the job well.

4 The combination of the physiological body with its needs and demands and the societal and religious mores of the culture which often go counter to these needs and demands is often more than the young growing person can handle. One of the more interesting side

²³ Howard M. Bell, *Youth Tell Their Story* (Washington D.C. American Council on Education 1938) p. 132.

lights of Kinsey's books²⁶ was the reaction of some people to them, which illustrated very well some of the things that Kinsey was referring to. It may be trite to say that children are going to learn certain things, one way or the other, but with regard to sexual issues it would almost seem that some teachers and some parents just don't believe this to be true. The author knows of one fairly large school system with a well-developed guidance program where none of the children, in their group guidance classes, are supposed to discuss anything relating to sexual problems. This administrative attitude completely ignores the evidence that children will talk about such problems any way, and because of the school's head in the sand attitude there will be a much greater likelihood of misinformation and distortion.

What is 'right' sexual behavior depends almost entirely on the concepts of the culture and the sub-culture which surround the child, and quite frequently the teacher does not represent the same culture as many of his children. While on the one hand there is sometimes opposition from some parents and some organizations to the schools doing anything constructive about sex education, there is continual and sometimes dreadful evidence of the need for such education. Ideally, sex education should be a part of every course of instruction, and much of it should come in incidentally, as a matter of course. The time for children to get the well known facts of life is not when they are adolescents, when attitudes have become more important than the facts, but when they are young children who can take the facts without any personal identification, embarrassment, or threat. Probably no one appreciates more than adolescents the ridiculousness of a curriculum that goes into detail about pigs and horses and chickens, but pointedly ignores man. What does a teacher or parent suppose happens when a girl asks an innocent question about dating, and is met with a flush and an embarrassed "You'd better talk to someone else about it?" The child is indeed unfortunate if he comes from a home where the parents, in addition to feeling guilty about their sexual attitudes and behavior, are also sexually ignorant, and then meets a supposed professional teacher who is exactly the same way. They harm him rather than help him, and send him off to the street where he will probably add to the disturbed and questionable ideas that they have given him. He is fortunate if he comes to a school with a curriculum that will give him factual information and understanding and sympathetic and professional teachers and counselors who

²⁶ Alfred C. Kinsey, Wardell B. Pomeroy and Clyde E. Martin. *Sexual Behavior in the Human Male*. Philadelphia: Saunders, 1948 and *Sexual Behavior in the Human Female*, Philadelphia: Saunders, 1953.

will help him adjust to a new situation with new understandings. He may then come to have a healthier and more positive attitude toward his own sexuality and so toward people generally.

The teacher can obviously do much to help the child in this regard. In the elementary grades there are many ways in which he can, quite incidentally, give the child accurate and interesting information that will help him later when he becomes more aware of the fact that there are two sexes in the world, and that the members of the opposite sex are not as bad as he originally thought they were. Teachers can utilize the conversation of children about the coming big event in their house or the recent birth of a baby brother or sister. It is indeed a sad situation when a supposedly mature teacher or parent finds it difficult to answer such a simple question as "Where do babies come from?" with an equally simple and honest and very satisfying answer, "They grow in Mommy's tummy." The rural child has an advantage over his urban cousin in that at least the miracle of birth becomes something that is interesting and wonderful rather than nasty and fearful, although most city children should at least be familiar with the birth of some pets.

A good example of how a teacher of English can do his part in the matter of sex education was illustrated when a girl in grade 9, in a discussion of one of Shakespeare's plays suddenly asked the teacher, "What do people mean when they talk about a fairy?" For a moment the teacher thought she was referring to the more traditional description of a fairy, but she interrupted his explanation to say, "Oh, no, I mean the other kind." He then went on and simply said that it was a name often given to men who had sexual problems and were not able to get along with members of the opposite sex. The girl turned around to several of her companions, said "See, I told you", they all went on with their work, and there was no further reference to it. But the girl had been given an accurate and unemotional answer to her question, and for several girls at least there might be some understanding the next time they heard this snide reference to homosexuality, instead of much uneasy titling and wondering.

No school program is complete unless it has some group guidance classes where, without academic pressure, children can discuss personal problems, including those of a sexual nature. It is hard to see how one could work for long with adolescents without coming to realize that this is obviously one of their basic problem areas. As boys and girls pass the stage of puberty and advance into adolescence they may run into some confusion because of a seeming inconsistency in

their cultural version of love and romance. They see a highly glamorized and purely tinsel version of love and romance, in which no girl or boy ever ages beyond the twenties. Marriage is apparently the end of life, since most movies, TV dramas, and stories end at that point. Youngsters see this surface version of boy holds girl's hand, but they look around them and they know that much more than this goes on. They learn from their culture that romance is very fine and nice, but that anything connected with sex isn't very nice, although it is used to sell practically every object under the sun. They learn that the number-one word of a nice girl up to the point of marriage must be 'No,' but that immediately after the marriage ceremony it must automatically change to 'Yes.' All this is particularly confusing and disturbing to the child who has received no help from the home, and as little from the school, for the child who has been helped by both the school and the home, it may prove to be nothing more than interesting or even amusing.

A teacher education institution should have some responsibility regarding the sexual maturity of its graduates. They should not only be stable individuals but they should have enough of a command of the language so that they can use the correct terminology when need be, and thus avoid getting themselves into an embarrassing situation. Many parents, for example, either don't know what their children are talking about or, more frequently, themselves know only the street words, and since they feel they can hardly use these with their children, there is a very real problem of communication.

All children should be helped to realize that teachers are ordinary people who do ordinary things like other people, such ordinary things, for example, as having dates, going to dances, and getting married and having babies. There are even today some children who are startled to see a teacher on a dance floor, and some parents who disapprove. The author can remember when, as a youngster, he and his coal mining town cohorts wondered if the teacher understood the meaning of some of the words that they used, and came to the unanimous decision that he would probably never even have heard of these words because, after all he was a teacher. In this particular case, the author has a suspicion that this original decision by the children was probably quite correct. This sort of thing obviously helps to make the teacher ridiculous and somewhat pathetic in the minds of many students and he may become the butt of jokes, the person who just 'doesn't know.'

In an increasing number of schools today, of course, there is a much healthier attitude, and both students and teachers knowing

more about sexual difficulties are more likely to see sexual problems in their proper perspective. That this is not completely so, however, was illustrated recently in one community where the school committee became quite involved over the problem of gang showers versus individual stalls for girls in a new school they were building. One indignant mother wrote to the local papers stating that gang showers for girls were probably responsible for all the sexual problems of the day.

The sort of questions that are discussed when there is a free and healthy atmosphere in the school is indicated by the results of a study made by a guidance director in a mid western high school of 2400 students. These questions were written by senior high school boys and girls and discussed in four different mixed sections of a course in Family Living taught co-operatively by one man and one woman. The type of problems discussed by the children and the proportion to whom it was a problem are indicated below. The first figure refers to the proportion of boys the second figure to girls.

Problems concerning interpersonal relationships — how to overcome shyness how to get attention from the opposite sex	21.4%—21.2%
Dating problems — whom to date what age what to talk about how long to stay out where to go	19.5%—17.3%
Marriage problems — choice of a partner religious differences divorce budget children	3.8%—11.8%
Problems directly concerned with sexual information — sexual intercourse contraceptives masturbation	13.2%—10.7%
Petting and kissing — when how much, right or wrong how to avoid it	7.6%—10.6%
Ethical sex problems — right or wrong of premarital intercourse what to do about a boy who has caused a girl to become pregnant	19.5%—6.8%
Role of parents — in choice of partner inquiring into personal affairs	1.9%—9.2%
Lack of factual information — menstruation sterility pregnancy change of life miscarriage	4.4%—5.0%
Lack of interest in other sex	2.3%—0.3%

It may be of some interest to note that in this study over twice as many questions were asked by the girls as by the boys indicating either a greater need of understanding or a greater curiosity among the girls.

These then are the problems of children and no teacher is doing

a professional job if he does not do something to help the child to solve these problems. The day of the teacher as an isolate from the realities of life if ever there was such a day has long since passed.

IDENTIFICATION OF PROBLEMS

There is obviously a close relationship between the needs of children or rather the lack of the satisfaction of the needs of children and their problems and one of the major obstacles in the way of assisting children to work out their school problems is the difficulty that many teachers have in identifying these problems. The simple criterion that is too often used in schools to pick out the problem child is the answer to the question: Does he cause you trouble? This is unsound procedure although a very human one and one which man too frequently uses in measuring his neighbor. If we accept this criterion then it follows that the more disturbed a teacher may be the more problem children he will seem to have in his classroom. The measure of the child's problems should be the depth of his disturbances not the depth of the disturbances of his parents or his teachers or his friends although these may obviously be related to his troubles. Teachers and parents generally tend to refer to the more overt behavior as being indicative of difficulty but what they often refer to as problems are either normal patterns of behavior or symptoms of some disturbance. If the latter is true the so-called treatment is an attempt to do something about the symptom without paying any attention to the cause of the problem. Thus the boisterousness of many children—getting into fights, writing questionable notes, talking in class, continually chewing gum, profanity—all of these may be indicative of some disturbance with one child but may be quite a normal pattern of behavior for many others. While it might or might not be desirable it might be considered more normal for a boy who grew up in a home where there was continual cursing to use profanity than for the preacher's son to come forth with a stream of oaths. The giggling of some adolescent girls may be hard on the nerves and it may be a real problem for the teacher but it can hardly be considered as an indication of disturbed children. It might of course since although there is no such thing as an over-all pattern of normal behavior for all there are many traits that are more indicative of a secure personality and others indicative of a more disturbed personality. Clinicians for example will generally refer to fearful, unsocial, depressed or hostile behavior as being more likely to be

symptomatic of some disturbance than such acts as talking in class, chewing gum, getting into the odd fist fight, and telling the odd risqué story. Again, however, no symptom can be treated as though it were isolated from the environment in which it occurs. Bringing an apple to the teacher, saying 'Sir' being continually sweet and clean and polite may be indicative of some trouble but on the other hand it may not. If we are interested in determining the degree of stability of the child, then it might be accurate to say that the reason behind the behavior is more important than the behavior.

When we think of the problems of children we would appear to be on safer ground if we accept as a problem what *they* consider to be a problem. In other words, a problem is something that is a problem for the child, although in our eyes it may not be a problem at all. Similarly, we cannot assume that children must have problems simply because we believe that they have them. This assumption that children simply *must* have problems was amusingly illustrated by the teenager who came to the counselor and said, 'I have found out that I am an adolescent — does that mean that I am crazy?'

An interesting study by Moore has indicated how far apart the views of some adults are when compared with the views of adolescents regarding their problems. In her study of some 1300 boys and girls in grades 10, 11, and 12, Moore compared the concepts of six different groups of adults with the concepts of children regarding their problems.²⁷ The six groups consisted of teachers, parents, employers, service personnel such as YMCA workers, lay church leaders and the clergy. The correlations between the children's versions of their problems and the versions of the adult groups were as follows: teachers — 0.609, parents — 0.592, employers — 0.437, service personnel — 0.301, lay church leaders — 0.117, clergy — 0.068. In rating the different problem areas in order of importance, Relations with Teachers' rated number 1 in importance with pupils, number 2 with teachers, number 3 with employers, number 4 with the clergy, number 7 with service personnel, and number 8 with lay church leaders. The area of 'Home and Family Relations' was rated problem number 1 by the clergy, but number 13 by the pupils.

Looking at this study in another way, the mean deviations of the percentiles of the adult groups, when compared with those of the children, were as follows: teachers — 5.28, parents — 7.83, employers — 11.22, service personnel — 11.65, church leaders — 15.15, clergy — 36.48. Teachers seemed to be most unaware of problems in the areas

²⁷ Helene Moore, *Adult Awareness of the Problems of High School Youth*. D. Ed. Dissertation, Boston University, 1950.

of boy girl relations, psychological self acceptance, and religious and personal philosophy. They overemphasized the importance of home and family relations problems, physical health problems, and financial problems.

This indicates the wide variance between the concepts of children as to their problems and the concepts of adults regarding the children's problems. This applies even with the adults who are closest to them, their teachers and their parents. It is most essential in this matter of problem identification that teachers have a better understanding of the child's reality, rather than project onto him concepts that are purely of their own making.

It is also necessary to differentiate between the problems that might be described as ordinary and typical and those that are *unique* to certain students and atypical. The "ordinary" tasks have often been described as developmental tasks, the ones that are common to all of us as we progress through our lives. They are obstacles to be overcome or problems to be solved, and the process of solution will present more of a problem to some individuals than it will to others. The working out of such problems and the resulting frustrations and tensions are not abnormal or unusual, but they are an ordinary and expected part of the process of living. These experiences are common to all of us, and they cause problems for most of us. Since they are obviously common to teachers as well, teachers should be prepared in advance for the problems that may arise in meeting these tasks of development. Some such tasks are being born, being weaned, adjusting to being a boy or a girl, adjusting to members of the opposite sex, adjusting to the world of school and the world of work, adjusting to a period of marriage or a continuation of unmarried life, adjusting to growing old with its biological and psychological changes, and finally, adjusting to death. These are tasks that must be faced by all humans and we can expect problems to arise when we attempt to meet them.

Thus, the curiosity of a small child in exploring his own body and experiencing masturbation may be an innocent and healthy experience, but if this same act is continued into adulthood, it may be a symptom of some disturbance. The resistance and hostility of a teen-ager to adult authority may be expected as a part of his struggle to become independent and capable of living without adult help, but if this same hostility is shown toward fellow workers by an adult of thirty, then it may be indicative of some disturbance. The fact that little boys want to play with little boys at a certain period of their development is a normal and expected procedure, but if the same little boy twenty years later still wants to play only with boys then we may

wonder about his heterosexual development. The smartness and surface sophistication of an adolescent girl is not too unusual and often indicates nothing more than an ordinary girl trying to cover up her uneasiness in coming into the new world of womanhood but if this same attitude is displayed by a forty-year-old woman we may wonder about her stability. Certain behavior at certain times is normal and healthy and indicative of an ordinary personality but that same behavior at a different period of life may obviously be a *symptom of serious disturbance and tension*. Thus before a certain form of behavior can be described as being indicative of some tensions or disturbances in the child the teacher must first be sure that he is not just reading into the behavior significance that indicates only his own tensions or his own unawareness of the feelings of children generally. He must also know enough about the child so that he can determine whether or not this behavior is normal or ordinary for him. In addition he must be aware of the extent to which the behavior although normal may be a possible cause of future difficulties. A child whose English is very poor for example may be in for some frustrations if he is determined that he is going on to college to be a teacher whereas another child with the same speech difficulty but with an occupational objective such as truck driving does not have the same potential problem.

There are other problems however that are generally unusual and common to only a few children. Among these are physical deviations from the normal pattern. The boy or girl who is too tall or too short or too fat or too thin or whose ears or nose or mouth are unusual has a particular problem of adjustment that is not common to all children and because of this very fact it is more of a problem to the child who sees himself faced with it. It is not so much the extra pounds that may be the problem but the fact that these extra pounds make the child different from most other children. The sex of the child also affects the extent to which this physical differentiation may be a problem. Extreme height for example may be more of a problem for a girl than a boy who in this athletic age may turn his height into an asset by becoming a basketball player. Troubles may lie ahead for children who have physical deformities and difficulties relating to sight or hearing or speech children whose intellectual capacities are well below those of the average child children whose aptitudes and dexterities are far less or far greater than those of the average child—children who are in any way markedly different from most of their group whether it be in their appearance in their experiences or in their assets or liabilities. The problems of some of these children may be such that

they can be handled only by those who have a high degree of professional training in the field of human behavior

Some teachers feel that the methods by which the problems of children may be identified are so complicated that only a professional personnel worker can do anything about this matter of identification. While it is true, of course, that it may be a long and difficult task to uncover the tangled and confused reasons that lie behind the difficulties of some children, and while this may call for a high degree of skill and professional training in the fields of diagnosis and therapy, it is also true that there are many means that can be used by every teacher to give a fairly accurate identification of the children who are most likely to have difficulties or to become involved in future troubles. An interesting project for a teacher is to make a rough estimate in the fall, after several weeks of school have elapsed and he knows the children moderately well, rating the children from the most adjusted to the least adjusted. This would be a purely subjective evaluation, but the sort of evaluation that is probably used in most schools. Then the teacher may proceed, within the next few months, to use a number of criteria that will give a more valid indication of the children who are likely to face difficulties and problems in the months that lie ahead. Some of the criteria that might be used are suggested below. These criteria, it may be noted, may not identify the actual problems of the children, but they do identify the children who are most likely to have problems and who probably face a more difficult task of adjustment.

- 1 What do the child's peers think and feel about him? Other things being equal, we usually have fewer problems if people like us than if they dislike us. The person who has no friends, the individual who has no one who accepts him in a close and personal relationship, is more likely to be a disturbed individual than the person who is liked, admired, and imitated. Early in the school year, as soon as the children have had a chance to get to know each other, every teacher should determine the leaders and the isolates in her classroom. Who are the boys and girls with whom everyone wants to be associated and who are the unfortunate and usually unhappy ones with whom no one wants to be associated? The teacher may get this information in a natural way by suggesting that since it will likely be necessary for the children to often work together in groups of two or three, they might write down the name of the boy or girl with whom they would most like to work. Then, in case this were not possible, they might write down the name of the next boy or girl with whom they would most like to work. This could also be done

by passing out a dittoed sheet containing the names of all of the children in the classroom

This procedure usually gives a picture of the most popular boys and girls although in the higher grades it may be an indication of the children's appreciation of the erudite state of their fellows' minds. A measure of trustworthiness might be indicated by a question such as 'If you were going away for the week and you had to leave your (most valuable possession) with someone name the boy or girl with whom you would leave it'. The children's conception of the child most capable of leadership might be indicated by a question such as 'Suppose I were to be away sick for the day and you had to choose one of the children in this room to take my place. Write the name of the person whom you would choose'. If of course the teacher was heartily disliked, the winner of this poll would most likely be the most disliked child in the class!

Children in the beginning grades could not write down their answers to these questions of course, so they would have to be asked by the teacher individually. One teacher found that she could work this effectively with a grade 1 class by putting the question to the whole group, then having the children come up one by one and whisper the names of their choices in her ear. Most children incidentally usually find this to be a lot of fun and participate eagerly.

2 What does the child think about himself? A generally accepted tenet in counseling is that one finds it hard to hold others in high esteem if he holds himself in low esteem. In other words we see others pretty much as we see ourselves. In using this criterion however a teacher must exert some caution and be aware of the temper of the community. A teacher may obviously get into some difficulty if he starts asking children questions such as 'Do you feel that your mother loves your father?' or even worse if we pass such questions out on a piece of paper, and thus have them circulated around the community within a remarkably short time. The author knows of one teacher who was actually discharged because he used the Mooney Check List²⁸ to help him in determining the problems of the children in his classroom. While this indicates a fearful community the use of the check list obviously helped neither the teacher nor the community. However whether the teacher uses a standardized measure such as the Mooney Check List²⁸ to determine the concepts of the child toward himself or whether he uses a few carefully phrased questions that might even be

²⁸ Ross L. Mooney *op cit*

buried in some games it is essential that the teacher have some understanding of the child's self as *the child* sees it. The child, after all, operates from this concept rather than from the self picture that the child's peers or his teachers or his parents may have of him. Of interest to the teacher would be the answers to such questions as

Do you often feel so tired that you can hardly get up in the morning?

Do you often feel blue when there is no reason for it?

Are you happy most of the time?

Do you feel embarrassed if the teacher asks you a question in class?

Would you like to be alone rather than with a crowd of children?

Are your feelings easily hurt?

Do you ever have bad dreams?

Have you sometimes felt like running away from home?

When in class is your mind far away?

Do you ever feel ashamed when you talk to a boy (girl)?

Do you lose your temper when things don't go your way?

Would you quit school if you could?

Do most of your teachers have it in for you?

Do you sometimes feel that everyone is against you?

Do your parents listen to your troubles?

Does your mother or father pick on you?

Do you often have headaches?

Do you often have fainting spells?

Do you often feel dizzy?

Do you ever get sick to your stomach for no good reason?

Are you bothered a lot with aches and pains?

Do you worry about catching diseases?

Do you get along well with grown ups?

Do other children want you around?

Are your classmates friendly toward you?

Are you afraid to show your report card at home?

The written or oral answers to such questions may or may not be correct, of course, and their accuracy will depend very much on the extent to which the teacher has established a warm and secure relationship with the children so that they do not feel any threat in questions of this nature. It is equally true, however, that the extent of the child's disturbance may be the measure of the extent to which these questions pose a threat for him.

A child who might be unable to answer a direct question may sometimes give his own description of himself when asked to describe a picture that looks like him or to point out from a series of pictures the one which he thinks looks most like him. The teacher for example might cut out a number of carefully selected pictures of boys or girls or might even have them posed then he could pass these pictures around to the boys and girls asking each to identify the one he thinks looks most like him. The teacher can choose pictures that fairly indicate certain feelings. For example one picture might show a child who is happy and gay while in another picture the child is shown to be sullen and glum. Another picture might show a child who is obviously enjoying his school work another a child who clearly dislikes the work he is doing in school. This same idea could be used as a measure for the first criterion trying to determine how children are perceived by their peers.

Another procedure along this same line would be to have the child name the character in a play whom he thinks is most like him. In this procedure the teacher could without much difficulty make up a number of characters who would display certain characteristics. He might have these acted out and discussed by the class before asking each child to write down the name of the character most like himself.

If these means cannot be used others must be found to determine in at least a somewhat valid manner just what children think of themselves. Until the teacher knows the answer to this question he will be unable to do an accurate job of determining which children in his classroom will be most likely to experience difficulties and problems in the coming year.

3 What do other teachers think about the child? This is a criterion that some clinicians tend to scoff at since it is so subjective that it is neither valid nor reliable and therefore they say it should not be considered. The ideas that teachers have about their students nevertheless regardless of the validity are a most important factor in determining the rate of progress of the child in the classroom. It may be that sometimes the intellectually dull but well liked student will have a less rocky road to traverse as he goes through school than will the extremely intelligent but heartily disliked student. Every teacher can easily work up a check list which will give some indication of the attitudes of other teachers toward the children in his classroom. The check list might merely consist of a series of terms such as *lazy* *noisy* *indifferent* *rude* *untidy* *polite* *well mannered* *slovenly* and so on. A grade 5 teacher might give this form to a teacher who has had some of his children in earlier grades together

with the names of his children, and ask the teacher to write down the name of each child after any comment that seems to be appropriate. This should be done with two or three teachers so that the teacher concerned would have the ideas of several others about each child. If checks on different comments appeared to cancel each other out, they should be ignored, but if several teachers think that John is "lazy," "untidy," and "uncooperative," then John will need a little more attention from the teacher even though a clinician may say that none of these comments are accurate, but rather reflect the unreasonable demands of the teachers. To a great extent, all of us are measured, and we progress or regress socially and occupationally on the basis of what people think about us and how they react to us, regardless of the intellectual validity of their reaction. Many people who have been right have met with unfortunate ends at the hands of their fellows who have been wrong.

4 What is the mental capacity of the child? Although there is still much discussion over the exact meaning of intelligence, it is a fact that in every school there are many children who are going to have an extremely difficult and frustrating time trying to master certain skills and gain certain understandings because they are simply working beyond their mental capacity. One might be bold enough to say that there is such a thing as mental capacity, and that varying degrees of this capacity are needed to master varying types of complex tasks. For some parents, the answer to the question, "Why can't my Joe do better work than this?" is that Joe is simply not capable of doing better work, and all the motivation in the world will do little to make it better. This is a hard fact, and it underlies what will be an increasing problem if colleges continue to operate under the assumption that only the upper ten per cent of the high school graduating class should be admitted to college while the rest of the culture rapidly approaches total acceptance of the concept that every student who is good enough to graduate from high school is also good enough to be admitted to college. Each decade another year or so is added to the number of years of formal education that one must have in order to be considered culturally acceptable.

It is obvious to every teacher that if he is not aware of the intellectual capacities of his students, it is impossible to have an effective program of instruction. Most teachers of course, can soon determine those students who do well academically. Generally, it would be safe to say that the students who seem to understand the most, catch on the easiest, and learn skills the fastest are those who are the most intellectual. It is also true, however, that there are some children

who have much in the way of intellectual capacity but for some reason are not using it thereby becoming the underachievers while there will be others who attain their high academic standard by a prodigious effort that may be costing them a good deal more than it is worth. The numerous types of tests and inventories that may be used by the teacher to measure intellectual capacity are described in more detail in chapter seven.

The child who is brilliant may have his troubles but they are not so bad as is usually imagined. The general lay attitude that the very bright child gets into many difficulties in later life is hardly borne out in fact and it would seem to be more indicative of mass generalization than anything else. The evidence tends to indicate that the quiz kids of school days usually do very well as adults and turn out to be stable and healthy citizens. The duller child, on the other hand needs understanding parents and teachers and as long as excessive pressure is not exerted on him he too may develop into a happy and useful citizen. It is unfortunate of course if it is assumed that he can do nothing and he is therefore completely ignored. As long as such a child is encouraged to move in the direction of the tasks that he can best perform he may do well unless he has been convinced by some adult that he should be more ambitious and that it is disgraceful for him to be satisfied with such a job as catching fish or performing an uncomplicated task in a factory. Some children may have to be pushed in the name of ambition but the ambitions of many parents for their children are more indicative of parental disturbance and dissatisfaction with themselves than they are of altruistic tendencies. Fewer things can be more frustrating for the growing child than to feel that he is always being pushed to accomplish more to do better to work faster and never to have people indicate that they are happy with the individual as he is that they are satisfied with what he does. Our society could probably do with less ambition on the part of some parents and teachers for their children and the result might be more mentally healthy children.

5 Does the child have any physical defects deformities or differences compared with his peer group? Certainly children with defects in hearing eyesight and speech will be more likely to have troubles than will children who have no such defects. Physical deviation in size weight and bodily development may also cause much disturbance among children and fatty and skinny and "pimpley face" are by no means the humorous nicknames that some teachers think they are. The child may grin and go along with the joke but there is a good chance that there is little humor in it as far as he is concerned. There

is need here for group guidance with the class as a whole, since the group of children may often be cruel to one of their fellows because of thoughtlessness more than anything else. There is also a need for individual guidance for those children who must carry the load of their deviation from the group.

Many teachers and counselors fail to realize that the number of children who have one or more physical disabilities is very great. For example, one out of four children has some significant deviation in his vision, 25 of 1 000 adults experience hearing impairment, 8 of 1,000 children experience hearing impairment. Estimates as to the number of cerebral palsied in the United States run up to 550,000. The rate at which this number is being added to is thought to be about 6 in every 1,000 live births. Rheumatic fever, primarily a childhood disease, affects over 500,000. There are 18,000 to 20,000 new cases of rheumatic fever each year. The incidence of epilepsy is about that of tuberculosis and diabetes. In over 50 per cent of the epileptic cases, the seizures can be completely controlled, while an additional 30 per cent of the seizures can be reduced.

About 10 per cent of atypical children have more than one handicapping condition.²⁹

A study of a Rhode Island high school with a population of approximately 900 students uncovered the following facts:

Defective eyesight was found in 140, or 16%, of the children

Speech defects were found in 70, or 8%, of the children

Defective hearing was found in 69, or 8% of the children

A heart condition was found in 56, or 6%, of the children

Rheumatic fever was found in 28, or 3%, of the children

Every classroom teacher should be aware of the physical defects of his children, and thus be more aware also of their special needs.

6. Where does the child stand regarding academic achievement? School is probably the paramount experience for many children, and certainly for all children it is one of the most important experiences of their earlier days. The measure of the child's success in school is one of the simplest of the criteria of stability that can be used by the teacher, but it is nevertheless an essential one. In earlier days this might have been measured by the number of times the child had to repeat a grade, but this is becoming an increasingly rare practice so

²⁹ Further information is available from (1) the U. S. Office of Education, (2) the State Department of Public Health, and (3) the Metropolitan Life Insurance Company.

that the teacher may have to devise other means of determining the child's academic achievement. If the child is in high school the teacher can of course use the letter grades or their equivalent that he achieves in the different subjects. In the elementary school the use of a letter grade is much less common and in some schools where school visitation by the parent has replaced the more formal report card the attainment of a specific comparative measure of academic achievement may pose something of a problem. In the lower grades the teacher would be particularly concerned with achievement in the different skills and it might be that he could set an arbitrary figure and to those who were in the top group in reading give a score of 5 to those who were in the middle a score of 3 and to those who were in the lowest group a score of 1. Similarly in the high school the teacher might set an arbitrary figure and give a score of 5 for an A or whatever the highest measure might be a 3 for a C or an average score and a 1 for the lowest score in each subject that the child was studying.

7 How often is the child absent from school? This may be another simple indicator of possible troubles. While every child has his usual number of days away from school the child who is a habitual absentee is not only indicating a possible symptom of some difficulties but is also increasing the possibility of academic failure less acceptance by the group and less participation in the activities of the class. Thus the few children who lead the class in the number of days absent are waving a flag that may indicate trouble ahead.

There are other criteria that may help identify potential or present maladjustment but some are of questionable validity and others are difficult to obtain. Home environment is obviously a basic factor in the stability of the child but other than the ways already mentioned it is not too easy for the teacher to determine some of the home factors that may be causing trouble. The stability and mental health of the parents would be a major item certainly much more important than the job or the income of the father or the formal education of the parents but as a criterion of stability this is obviously not the easiest thing for the classroom teacher to obtain. There are of course certain characteristics about homes that indicate a greater potentiality for disturbance. It has been said that wherever in a community one finds the pavement and the cement instead of the trees and the grass the juke box and the neon lights and the tavern instead of the school and the church and the library here one may find delinquency and trouble. This should not be taken to mean of course that slum areas *cause* delinquency. They are a symptom far

more than a cause and the provision of several baseball diamonds and a new housing unit will have little effect on the habits and attitudes of the youth of a community

Kvaraceus in a book on the subject of delinquency, points out that

More delinquents than non-delinquents live in slum areas that are deteriorating socially and economically. Another characteristic of the delinquents' neighborhood is a mixture of business and residence buildings. Proportionately fewer delinquents come from the better parts of town; most of them live in the same high-delinquency rate neighborhoods which are generally racially mixed, overpopulated, and sub-standard areas.

The houses the delinquents live in would provide an appropriate set for an urbanized Tobacco Road production. More delinquents than non-delinquents come from physically inadequate, poorly furnished and ill kept homes. Furthermore, the delinquent groups live under much more overcrowded conditions than do the control groups. The delinquent is more likely to be sharing his bedroom with several siblings or sleeping in the kitchen or living room than is the case with the non-delinquent.

The delinquents' family is less apt to have established a permanent residence in the neighborhood. More likely it has moved four or more times and will be moving again. This family then is less apt to be deeply rooted in the neighborhood or community.³⁰

These then are the criteria that can be used by every teacher to determine those students who are most likely to have problems and difficulties and thus need more attention and understanding for the teacher:

- The attitude of the child's peers toward him
- The attitude of the child toward himself
- The attitude of other teachers toward the child
- The mental capacity of the child
- The physical defects or physical deviations of the child
- The academic achievement of the child
- The absence of the child from school

A negative answer to any one of these items is not necessarily an indication that the child has difficulties or will develop problems. The child might even give a negative reaction to all of these items and still be a happy and secure person. But the odds are heavily against it, and the children who make a low or negative score on

³⁰ William Kvaraceus *The Community and the Delinquent* Yonkers: World Book, 1954, pp. 99-100.

most of these criteria are almost certainly going to need the understanding and the professional attention of the teacher, if the teacher is to fulfill his preventive role and help the children develop into secure and happy adults

BOOKS TO READ

- BERNARD, Harold W *Mental Hygiene for Classroom Teachers*, New York McGraw Hill, 1952
- CARROLL, Herbert, *Mental Hygiene*, New York Prentice Hall, Inc, 1951
- KVARACEUS, William C, *The Community and the Juvenile Delinquent*, New York World Book Co, 1954
- LANE, Howard C, and Mary Beauchamp *Human Relations in Teaching*, New York Prentice Hall Inc, 1955
- LINDGREN, Henry C, *Mental Health in Education*, New York Holt, Rinehart and Winston, 1954
- McKINNEY, Fred, *Counseling for Personal Adjustment*, Boston Houghton Mifflin, 1958
- MOULY, George J, *Psychology for Effective Teaching*, New York Holt Rinehart and Winston, 1960
- SKINNER, B F, *Science and Human Behavior*, New York Macmillan 1953
- STEWART, Robert S, *Children and Other People*, New York Dryden Press, 1956

part two

PUPIL PERSONNEL
IN THE MODERN

ERVICES

AMERICAN SCHOOL

three

THE PLACE OF PUPIL PERSONNEL SERVICES IN THE AMERICAN SCHOOL

THE MEANING OF GUIDANCE AND PUPIL PERSONNEL SERVICES

If 'guidance' is to be interpreted literally, it must be taken as something which is given by someone to someone else, or as something which is done to a person by another individual. In its early days, it was inseparable from another word — vocational — and when one talked "guidance," he meant vocational guidance. This, in turn, usually meant the providing and explaining and disseminating of vocational information and vocational advice. The National Vocational Guidance Association will soon be celebrating its fiftieth birthday, and for most of this time it was considered to be *the* guidance association of the country. An increasing number of guidance personnel, however, began to feel that while they were concerned with what guidance was supposed to be, they were neither giving guidance, nor were they involved in the vocational area. These were individuals who probably had more of a mental health or psychological background although most of them worked in educational institutions, and this was at least one of the major reasons for the

formation in 1952 of the American Personnel and Guidance Association, with the National Vocational Guidance Association as one of its divisions

The dissatisfaction with the term *guidance* has steadily increased, since in many ways *guidance* is almost the exact antithesis of both the practice and the belief of the professional guidance counselor. Thus while the National Vocational Guidance Association still retains its old title many of its members feel that a much more appropriate title would be National Vocational Counseling Association. It is interesting to note that when the school counselors formed their own division of the American Personnel and Guidance Association they called themselves the American School Counselors Association, omitting both the words vocational and guidance. It may be noted too that the word *guidance* appears only in the name of the mother organization and in the name of one of the six divisions. Thus the definite trend today is to move away from the concept of *guidance* counselors and this text will make no further reference in this way since the individuals we shall be concerned with are school counselors and other personnel workers. A word dies hard however, and a recent guidance text says "the concept which we wish to symbolize by the word *guidance* is one of assisting individuals to make plans and decisions and in implementing their development in accordance with their own emerging life patterns".¹ Other texts use the word *guidance*, but are actually referring to services. Thus Mortenson and Schmuller say "guidance may be defined as that part of the total educational program that helps provide the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capacities in terms of the democratic ideal".²

This book then is concerned with pupil personnel services and the place of the teacher and the counselor in these services. The broad basic purpose of all of these services is somewhat akin in that they are all concerned with helping the child to a deeper and more certain understanding about himself his fellows his school and his culture. They help the child to benefit more from his educational experiences in the school and this may be done by helping him to become capable of living with a negative aspect of his environment (a poor teacher a harsh parent a stupid curriculum) or they may give enough strength

¹ Carroll H. Miller *Foundations of Guidance* New York: Harper and Brothers, 1961 p. 15

² Donald C. Mortenson and Allen M. Schmuller *Guidance in Today's Schools* New York: John Wiley and Sons, 1959 p. 3

so that he can do something about modifying his environment (dropping out of school, speaking to a principal about his teacher or his curriculum). These services are a help, and the help may come to a person as an individual or as a member of a group. It usually will come primarily through the provision and explanation of further information about self, about others, and about the culture (the informational service and the testing and measurement service) or in the form of a unique person-to-person relationship in counseling. While the major personnel services might be thought of as the counseling services, the psychological services, the social work services, and the health services, it is the first two that are usually the major concern of the school counselor. Even here, however, there may be a further breakdown between the school counselor and the school psychologist; the former being primarily concerned with the counseling and the information function, while the latter is primarily concerned with the testing and measurement function. Actually, at the doctorate level of graduate education there is often little to distinguish the educational background of the school psychologist from that of the school counselor, and both are equipped to work in the area of the major services discussed in this book.

Involvement in personnel work implies a certain attitude and philosophy on the part of those individuals involved. It is a point of view which holds high respect for the rights and the freedoms of the individual. It holds to the freedom of choice for the child, and it believes that the school is for the benefit of the child, just as the state is for the benefit of the free citizen. It implies an understanding of human behavior and a concern with differences only so that an individual may be understood more fully. Personnel people are individual-centered, rather than object or content-centered. If the person happens to be a teacher, he is student-centered; if he is a counselor, he is client-centered. Both are concerned primarily with the individual, and the content and the tools and the techniques are secondary.

All teachers will probably agree that American schools are built and staffed for the welfare and the benefit of American children. But the words and the attitudes of some teachers, and of many students, do not seem to fit in with this avowed objective. There are tens of thousands of children who, rightly or wrongly, feel that some of their teachers have not the slightest concern with their welfare, and there are many teachers who, by their words, their actions, and their attitudes, seem to think of teaching as a job that must be done in order to exist. It is a job, not a profession. These are the clock workers, and too frequently they must be carried by the real professional

teachers who think of their occupation as a professional task requiring a professional frame of mind and continuous professional training. Too frequently, too, there is little differentiation in monetary recognition, and incentive is dulled somewhat when the professional teachers find that they can advance no faster than the poorer teachers.

One teacher described this unprofessional attitude vividly when she said to the author, "If I stay around more than ten minutes after the school lets out, the other teachers think I'm crazy, and ask me if I'm after a superintendency. And then the janitor comes along and turns off the lights and the water. Some of the teachers are even out of the building and gone before the kids get out." The author knows of another school where some of the teachers openly refer to the 'idiot' class when referring to the classroom where the children are not as mentally alert as they are in the other rooms. Such workers are hardly worthy to be called teachers, and they most certainly would seem to have little understanding of the personnel point of view, and of the place of personnel services in modern education.

Probably the best way to explain the personnel philosophy is to describe two teachers in the same school. These, of course, are composite pictures, and while it is unlikely that one would ever find an exact Miss Jones or an exact Miss Brown, there are nevertheless many teachers who happily come very close to Miss Jones, and some who, unfortunately, are not too far away from Miss Brown!

Miss Jones has a sincere and earnest concern for the welfare of all the children in the school, and she feels that this reflects the basic aspect of her profession. She believes that it is a professional requirement to know a good deal about the children, and thus she will probably keep records giving test data, academic background, attitudes of other teachers and children, and so on. She feels that it is rather difficult to know and understand the child if there is not some understanding of the home, so she will, if at all possible, be familiar with the parents of her children. Miss Jones sincerely, honestly, and deeply likes children, and thus does not worry too much if every now and then she gets angry at them. She believes that they are all worthy of respect.

To Miss Jones, good discipline is self-discipline, and to her a problem is something that causes distress to the child rather than to the teacher. When a child is in trouble, she wants to know the reasons and the causes of his actions, so that she can help him rather than repress him.

Miss Jones has an understanding of child behavior because of her own personality and emotional security, and also because her education

has been adequate. She has pursued professional study so that part of her understanding has to do with the psychology of human behavior, the measurement of behavior, the reasons for anxieties and tensions, procedures for alleviating and preventing difficulties and problems, and the role that she herself plays in her relations with others. Miss Jones is aware of the research and study this is going on in the field of personnel work, and she keeps abreast of it. She is always the student, eager to learn, whether she is twenty or seventy years of age.

Personally, Miss Jones is a happy individual who is being continually surprised by the tremendous things that children can do. She likes children for what they are, and does not want to change them to her mold. She wants her children to be happy rather than successful, and she believes that a happy street cleaner is better off than an unhappy medical doctor. Among the children she is known as being "okay," because they feel, correctly, that she understands and respects and likes and trusts them. These feelings they return to her. Miss Jones is very close to the feelings of her children, and her reaction to an individual child is affected very much by this understanding of his feelings—feelings about his home, his school, his church, his teachers, his friends, himself, and Miss Jones. She may have lines in her face, but they are likely to be lines of laughter and happiness.

Miss Brown, on the other hand, believes that her sole function as a teacher is to develop skills or to impart knowledge, and that the children must be able to indicate to her that they have retained this knowledge at least long enough to give it back to her. Her attitude toward children is often, at best, neutral, and she may frequently actually dislike them. She feels that in general children can do little for themselves, and they have to be told and directed if they are to do anything at all.

Miss Brown thinks of discipline as being one of the major problems of the teacher. If she happens to be an administrator, "good discipline" is probably her major criterion of success in teaching and her question, "Are you a good disciplinarian?" shows little or no concern with valid reasons for the disciplinary action, or the real results of the action. To her, a disciplinary problem is one that causes her trouble. Seldom does she think beyond punishment and repression.

Rigidity and dogmatism are probably characteristic of Miss Brown and she is certain that she has all the right answers. The rights and the wrongs are the ones that she knows, and there are no others. She sometimes may be psychologically naive in thinking that she can change the attitudes and the behavior of children by telling or press-

ing or forcing them to do what, according to her, is right. Discipline is to her an overt thing that is necessary to keep the children in line, and it is justified because of the natural superior knowledge of the adult compared with the child.

Miss Brown operates on the basis of her feelings about children, and she never takes the time, by means of anonymous evaluations free writing, permissive group discussions, and so on, to find out what the children really feel. If she may happen to encounter some of the real attitudes of the children in her classroom her main reaction is not, 'Why, I never knew the children felt that way—how could I have missed it?' but rather, 'Why do they let kids talk like this—they need more discipline and control.'

Like Miss Jones it is probable that Miss Brown has lines in her face, but unlike Miss Jones, they are lines of worry and frustration and insecurity.

We might then ask: is this Miss Jones a teacher or a counselor? The personality attributes of the good teacher, good at least, from the point of view of the mental hygienist and the psychologist and the counselor, are very much the same as those of the good counselor. Their training may be different, and the specific functions that they perform may be different, but with Miss Jones teaching is very much a personnel function. This is not the case with Miss Brown. Miss Jones, however, is not a counselor, even though she may be a very fine child-centered teacher. Even though she may have the personal attitudes even though she may have the professional skills and understandings that come only through rigorous study and investigations and growth she cannot be a counselor because she is a teacher, and she must perform certain functions as a teacher that will contradict her functions as a counselor. As a teacher however, she can move in the direction of the counselor, and in a future section we shall look at both the reasons why she can never really be both a teacher and a counselor, and what she must do to become a counselor rather than a teacher.

MISCONCEPTIONS ABOUT PUPIL PERSONNEL SERVICES

There are several misconceptions about pupil personnel services that sometimes confuse teachers and counselors who are becoming involved in the personnel program for the first time. Traditionally 'guidance' has had a vocational background and for some counselors as well as

all on who is being taught. Nevertheless, the assumption that the training program for elementary school teachers is such that there is no need for school counselors may be questioned. The preparation of the secondary school teacher stresses the content that is to be taught, while the preparation of the elementary school teacher stresses the skills that are to be taught. While there is more didactic attention paid to children and their behavior in the education of the elementary school teacher, neither elementary nor secondary school teachers are students of human behavior in the professional sense. Teachers rarely function as *students* involved in a learning experience with another human. An organized program of personnel services should be in operation in every school from the kindergarten up, and if these services must be lacking, it might be better to omit them in Grade 10 rather than in Grade 3.

The recognition of this need for pupil personnel services has probably been least at the state and national level. An increasing number of schools provide personnel services at all levels; at least several counselor education programs have had programs for the education of the elementary school counselor for some time; the American Personnel and Guidance Association has stressed the need for services at all grade levels for many years, and has made this need clear again in the report by the APGA Commission.³ Yet at this writing, there is not a single state that has in its books certification of elementary school counselors at the elementary school level, and most state departments of education operate as if there really were no such thing as an elementary school counselor. At the present time, the student who takes a program for elementary school counselors in one of the few institutions that provide such a program will find that, although positions will be available for him, he will not be recognized as a certified counselor by the state department of education.

The recognition of the need for personnel services at the elementary school level is also shown by the rapidly increasing number of text books in this area.⁴ It should be noted, however, that most of these books are really texts on the psychology of child behavior, and do not

³ C. Gilbert Wrenn, *The Counselor in a Changing World*, Washington: American Personnel and Guidance Association, 1962.

⁴ Gerald T. Kowitz, and Norma G. Kowitz, *Guidance in the Elementary Classroom*, New York: McGraw-Hill, 1959; Ruth Martinson, and Harry Smallenburg, *Guidance in Elementary Schools*, Englewood Cliffs: Prentice-Hall, Inc., 1958; John A. Barr, *The Elementary Teacher and Guidance*, New York: Holt, Rinehart and Winston, 1958; Roy DeVerl Willey, *Guidance in Elementary Education*, New York: Harper and Bros., 1960.

talk in terms of personnel and counseling services at the elementary school level

Nevertheless it must be recognized that at the present time the secondary school is still the major source of employment for school counselors. By 1960 there were approximately 28 000 secondary school counselors in the United States although not more than 9000 were actually employed as full time counselors. We can assume that the majority of these counselors were really teachers disguised as counselors. Despite a 50 per cent increase in membership fee the size of the American Personnel and Guidance Association increased to approximately 14 000 in 1961. The American School Counselors Association formed as a division of the American Personnel and Guidance Association mushroomed to a membership of over 5000 in 1961. The serious problem now however is not numbers but quality. It is true that there is a need for more counselors in schools but a much more serious problem is the quality of the counselors who are already there.

A third and final misconception probably stems from a lack of understanding or too rigid adherence to the dictionary meaning of the word guidance. There are some school administrators who still think of guidance as a molding prodding pushing process in which the individual is told what he should do and how he should do it. Some teachers may think of guidance as a patriarchal sort of thing in which the individual is led by the hand into the desired paths. This unhappy picture of guidance if correct would mean that school counselors are aiding in the development of a superdependent group of citizens who will be unable to do anything for themselves a group of fearful people who will never think of taking a chance a group of protected individuals who will never have to face frustration until they get into the real world a citizenry who at the age of eighteen will be worrying about their pensions at age eighty five!

The goal of the school counselor is far removed from this picture. What he is trying to do is to help the individual to help himself to help him to be a free man chained to no one and to be independent enough so that he can accept without any disturbance the dependence that is part of everyone's living. Personnel services are *not* hand me downs for those who cannot or will not do anything for themselves. They are not services that create timid individuals who expect and demand a helping hand at every turn. They do accentuate the worth of the individual and help the individual to work up to his capacity and to achieve what he can — be it much or little — with satisfaction. This is a basic function of the school counselor and we may hope of the teacher.

FUNCTIONS OF PUPIL PERSONNEL SERVICES

Those individuals who are involved in personnel services make up the third professional group in the modern American school, the other two being the teachers and the administrators. All are essential and all are basically concerned with the same objective — the provision of the best possible educational experience for every child who is forced to come to school. It is true, of course, that there are some who feel that these professional services are fads and frills, and that *the education* of the child can proceed without them.⁵

Some of the means by which all three of these professional groups attempt to achieve their basic objectives are somewhat similar, but many of the means used by the school counselor and his professional colleagues are sharply different from those used by teachers and administrators. They require particular professional understandings and skills not possessed by the others and even their mode of operation may contradict that of teachers and administrators. Let us look at some of the means by which the basic objective of those involved in personnel services is achieved.

1 The school counselor works primarily with the child to help him to come to a greater understanding and acceptance of himself and his environment. He thus helps the child to modify his environment, and at the same time live more securely within it, even though this may mean living within a hostile environment. The school counselor is also involved with the environment which surrounds the child — particularly the teachers, the curriculum, and the parents — and he may participate in the modification of these aspects of the child's environment.

2 The work of the school counselor should be primarily developmental but it may, due to the exigencies of a local situation, also have to be remedial. Prevention is better than cure, but if people are dying one cannot ignore the curative aspects of his position, even though he may dream of the day when his developmental measures are so successful that there is nothing left to 'cure'.

3 Working with the individual child to help develop a greater understanding and self acceptance may be —

a through the unique relationship developed between the individual child and the counselor in the counseling process or through

⁵ For example, the Council for Basic Education, Admiral Rickover, and the editorial writers of the *Saturday Evening Post*.

the unique relationship developed among the counselor and several other children in group therapy

b through the provision of greater information about self by means of the interpretation of test data

c through the provision of greater information about the immediate environment, and the child's place in it, by means of the information services

4 Pupil personnel services can help to modify the child's environment by helping the teachers to come to a greater understanding of the child, by providing more information about the child and by helping the teacher, through counseling to see her personal involvement and the possible reasons for her attitudes toward certain children

5 Pupil personnel services can help to modify the child's environment by assisting in the development of a more realistic curriculum. They can provide information about the child so that his particular curricular experience is at least equated to some degree with his assets and his liabilities and thus meets at least some of his needs and provides less in the way of a series of frustrating experiences

6 Pupil personnel services through counseling and through the provision of professional information about the child and his environment can help to modify the attitudes of the parents and help them to become more understanding more acceptant and possibly less demanding of their children

BOOKS TO READ

- FARWELL, Gail F. ed. *Guidance Readings for Counselors*. Chicago: Rand McNally and Co. 1960
- HUMPHREYS, J. Anthony, Arthur E. Traxler and Robert D. North. *Guidance Services*. Chicago: Science Research Associates. 1960
- HUTSON, Percival W. *The Guidance Function in Education*. New York: Appleton Century Crofts. 1958
- JOHNSON, Walter F., Buford Steffire and Roy A. Edelfelt. *Pupil Personnel and Guidance Services*. New York: McGraw Hill. 1961
- MCDANIEL, H. B., John E. Lallas, James A. Saum and James L. Gilmore. *Readings in Guidance*. New York: Holt Rinehart and Winston. 1959
- MILLER, Cartoll H. *Foundations of Guidance*. New York: Harper & Brothers. 1961
- MORTENSON, Donald G. and Allen M. Schmuller. *Guidance in Today's Schools*. New York: John Wiley and Sons Inc. 1959
- PETERS, Herman J. and Gail F. Farwell. *Guidance: A Developmental Approach*. Chicago: Rand McNally and Co. 1959

- ROSECRANCE Francis C. and Velma Hayden *School Guidance and Personnel Services* Boston Allyn and Bacon 1960
- ROTUNNEY John W. M. *Guidance Practices and Results*, New York Harper & Brothers 1958
- STOOPS Emery and Gunnar L. Wahlquist *Principles and Practices in Guidance*, New York McGraw Hill 1958
- WHITE Mary Alice and Myron W. Harris *The School Psychologist*, New York Harper & Brothers 1961

four

THE PLACE OF THE TEACHER IN PERSONNEL SERVICES

Some years ago the author wrote a book in which he envisaged the teacher as a counselor¹. It is likely that this book at least played some part in the development of the job title teacher counselor. The aim of the author was noble, and the picture of teachers becoming counselors was good but in the intervening years it would seem that this term has been abused and misused and we would be better off without it. The author saw the term as *teacher counselor*, in which the teacher aspect would practically disappear, and the individual would to all extents and purposes become a counselor. What has happened, however, is that this individual is at best a *teacher counselor*, with the stress on the teacher, and more often than not the person is simply a teacher, with no change whatsoever except in title. Thus it would appear reasonable to say that a large number, if not the vast majority of teacher counselors at this time, bear little or no resemblance to a professional counselor—in their attitudes, in their professional standings and skills, in their concept of their function, and in their function.

This does not mean however, that the teacher has no place in the pupil personnel services program. It might be better to think in terms of the content-centered instructor, who would have little in common with the personnel services team, and the student centered teacher,

¹ Dugald S. Arbuckle *Teacher Counseling* Boston: Addison Wesley Publishing Company Inc. 1960

who would be a very important member of the team. It is to be hoped that the number of teachers of this sort will increase, but the differences between even the good teacher and the counselor are many, and they will be noted in this chapter. It is about this sort of child centered teacher an important member of the personnel services team that this chapter is concerned but this person is a teacher, *not* a counselor.

The author would accept the often heard statement by Johnston Peters and Evrauff² that every teacher is a guidance worker, but this does not mean that every teacher is a counselor, although many try to be. On the other hand when Barr³ says that "The biggest share of the guidance process in the school therefore, must be carried on by the classroom teacher" it almost sounds as if he means that there is no need for the specialized services of the counselor and the psychologist in such areas as counseling, measurement, and information. This is certainly not so. The classroom teacher is concerned with the welfare of children and his special area of study is or should be the realm of human behavior and human adjustment. That we teach children and not subjects is a cliché oft repeated but the repetition does not render it any less accurate nor does it apparently have much effect on the fact that far too often in school we teach subjects and skills and not children. If we do teach children whether we are teaching grade 1 reading or grade 12 algebra then it would seem reasonable to say that our professional training should be such that we understand children—their growth, their behavior, their needs and their problems—and it should help us to develop the skills that are necessary if we are to work effectively with children. Personally we should be the sort of individuals who are vitally interested in the welfare of children and concerned with their growth and development. Our philosophy should include an abiding faith in the capacities of children and their potential for good.

The fact that this kind of a teacher has been accepted as a member of the personnel services team is partially due to the closeness of the objectives of the professional counselor and the child centered teacher but it has also been affected by the fact that the concept of personnel services has widened and the central service has come to be regarded as counseling rather than vocational guidance in a somewhat restricted sense. While the teacher would very rarely see himself as a vocational and occupational expert possessing up-to-date knowledge about occu-

² Edgar C. Johnston, Mildred Peters and William Evrauff, *The Role of the Teacher in Guidance*, Englewood Cliffs, Prentice Hall, Inc. 1949, p. 6.

³ John A. Barr, *The Elementary Teacher and Guidance*, New York, Holt, Rinehart and Winston, 1948, p. 9.

pations and the world of work he does frequently see himself as being concerned with and involved in a human relationship very much like that of the counselor. It is here, however, where some difficulty has possibly arisen since while teachers can function to some degree as counselors and while teachers can become effective counselors although most would appear to remain teachers and change only their title, an individual cannot in a school setting at least be both a teacher and a counselor.

The teacher's role in personnel services has been increasingly emphasized by those in the field of mental hygiene and in recent years a rash of textbooks has been written on the subject of mental hygiene in the classroom. Typical of these are books by Lane and Beauchamp⁴, Bernard⁵, Redl and Wattenberg⁶ and Lindgren⁷. The interest in personnel services at the elementary school level has also emphasized the role of the classroom teacher in personnel work.

Dunsmoor and Miller point out five important ways in which teachers contribute to the total personnel services program as being

- 1 Through exemplification of the qualities possessed by an educated person
- 2 Through the building of group morale
- 3 Through study of and individual work with students
- 4 Through classroom procedures involved in subjects of instruction
- 5 Through co-operative relationships with others who have guidance contacts with their children⁸

When Bernard, James and Zerin say that "It is only after the teacher has been able to identify the pupil's varied characteristics and has assisted him to understand himself that she is in a position to plan meaningful educational experiences for him," they are obviously describing the functions of a counselor as well as those of a teacher.

The teacher cannot participate as a counselor but he can be a

⁴ Howard Lane and Mary Beauchamp *Human Relations in Teaching*, Englewood Cliffs, N.J.: Prentice Hall, 1955.

⁵ Harold W. Bernard *Mental Hygiene for Classroom Teachers*, New York: McGraw-Hill, 1952.

⁶ Fritz Redl and William W. Wattenberg *Mental Hygiene in Teaching*, New York: Harcourt, Brace, 1951.

⁷ Harry C. Lindgren *Mental Health in Education*, New York: Holt, 1951.

⁸ Clarence C. Dunsmoor and Leonard M. Miller *Principles and Methods of Guidance for Teachers*, Scranton, Pa.: International Textbook Co., 1949, p. 47.

⁹ Harold W. Bernard, C. Evans James and Franklin R. Zerin *Guidance Services in the Elementary School*, New York: Chartwell, 1954, p. 7.

member of the personnel services team. His major contribution will obviously be in the classroom, but it would seem that the extent of the contribution of the teacher will be determined by the degree to which he functions as a child-centered teacher rather than as an instructor in the more academic sense of the word. Lefever, Turrell, and Weitzel point this out when they say that "The teacher's greatest contribution will be made as part of his regular classroom activities, not in a special period set apart for guidance purposes; hence the modifications in curricular and administrative organization which will make such contributions possible should be speedily effected."¹⁰

All of us, after all, need and use the skills that we learn in the first few elementary grades, but unless we go on to college it is difficult to determine the results of the formal teaching from grade 5 or 6 on. Too frequently our academic lessons result in a brief retention of some pieces of knowledge, and sometimes the difference between the schooled and the unschooled is that the schooled have forgotten what they once remembered, whereas the unschooled never had it to forget! Often the primary, in fact, the sole reason for taking Algebra 1 is that it is needed before one can take Algebra 2 and 3, which are "required," and if one's mathematical education terminates with Algebra 3, it is often extremely difficult to determine just what has happened as a result of the three years of mathematical "study," other than forgetting what was remembered!

It is now some years since Rogers stated that teachers use superficial methods with regard to problems because their own views of the problems are superficial, and for the most part they think of proper punitive measures to apply, rather than thinking of treatment in any genuine sense of the word.¹¹ This is unfortunately still the case with some teachers, but it does not apply to the personnel-minded and child-centered teacher.

The extent to which one feels that the teacher should be a member of the personnel services team is obviously affected by his concept of the functions of the teacher. Certainly if one were to accept the more traditional concept of the teacher as an individual who has amassed a good deal of knowledge in a certain area and whose function it is to pass this information on to the next generation, then there would be little debate on the differences between teachers and counselors. This concept is probably accepted hardly at all by elementary school

¹⁰ D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel, *Principles and Techniques of Guidance*, rev. ed., New York: Ronald, 1950, p. 130.

¹¹ Carl R. Rogers, *The Clinical Treatment of the Problem Child*, Boston: Houghton Mifflin, 1939, p. 225.

teachers, but to some extent by secondary school teachers and almost completely by liberal arts college professors

When one thinks of the teacher's function, however, as being related to such concepts as 'student centered,' "learning rather than teaching," "the total development of the child," individual differences," "the adjustment of the child to his society," and so on, then it becomes difficult to see how the teacher can be effective if he is not a member of the personnel team. This again, of course, does not mean that there is no need for specialized counselors, even though the basic objectives of the counselor and the child centered teacher differ very little if at all, and the attitudes, the general personality, and the concepts of such a teacher and the counselor are very similar.

Recktenwald says that " . . . it must be recognized that the principal function of the teacher is to instruct and that of the counselor is to counsel,"¹² but the author would feel that while the principal function of the instructor may be to instruct, that of the counselor is to become involved in a close human relationship with another individual so that positive learning may accrue. Neither of these terms, it may be noted, refers to the teacher, and a definition of "guidance" given by Lefever, Turrell, and Weitzel — the process that gives intelligent attention to the needs of students, considered as individuals, and that helps students to become progressively more able to guide themselves¹³ — comes very close to defining what many modern educators would consider to be the function of the classroom teacher. The day has surely passed when the modern teacher in the public schools of America could describe his function as being merely "to teach." It may well be, as a matter of fact, that the reason some teachers are relatively ineffective is that they have become so engrossed in the process of teaching that they have forgotten the far more important problem of learning. It may be impossible for good teaching to occur without positive learning, but certainly a good deal of what goes on in the classroom under the name of teaching results in little real learning. Similarly, the modern counselor is hardly one who offers or gives counsel or advice, but he does attempt the much more difficult and complicated procedure of trying to help the disturbed individual to get to the place where he can see himself more clearly, supply his own answers, and make his own decisions.

While the teacher may be accepted as a member of the personnel services team there is by no means complete agreement as to the place

¹² Lester N. Recktenwald, *Guidance and Counseling*, Washington: The Catholic University of America Press, 1953, p. 115.

¹³ Lefever, Turrell, and Weitzel, *op. cit.*, p. 105.

of the teacher in the personnel program, and there is a difference in thinking among counselors as to how involved the teacher should become in such a program. Erickson, for example, feels that teachers should be able to relate their own teaching to the best development of the whole child, should be competent in their own specialties, should be able to recognize the effects of their personalities on their pupils, should know and stress the educational and vocational outcomes of their subjects, should be able to help pupils with problems growing out of classroom activities, should be willing to help pupils with other personal problems, and should join with the entire staff in studying the needs of the guidance program, in helping to get it started, and in playing whatever part is beneficial to the program. In addition, *they should also secure information from the guidance program so that they themselves can do a better job, observe and record characteristics of the pupil that have significance in his growth and development, plan activities that will cause pupils to reveal significant characteristics, and report to counselors and others whatever important data they have obtained*¹⁴. This somewhat impressive list of activities certainly refers to a teacher who sees his activities as going far beyond the reading, writing and arithmetic stage.

Pepinsky refers to three major levels of counseling activities as being instructional guidance, faculty counseling, and professional counseling. Instructional guidance he refers to as an activity carried on by classroom teachers, faculty counseling as an activity carried on by teacher counselors and administrators who are assigned full or part time counseling responsibilities, while professional counseling is the most sophisticated level of counseling activity, necessitating extensive training in diagnostic and remedial techniques for dealing with student problems¹⁵.

A desirable educational program for a teacher might be a bachelor's degree in education and liberal arts, followed by a master's degree from a department of counselor education. Many teachers are following this pattern, and one of the results of this is that there are some full time classroom teachers who have more in the way of counselor education than the counselor in their school! The author has more than once been asked, 'What course in guidance should I take?' because "I have recently been appointed as counselor, but I don't know anything about it". In such cases the classroom teachers would probably be carrying on more professional and complicated personnel work.

¹⁴ Clifford E. Erickson, ed. *A Basic Text for Guidance Workers*, Englewood Cliffs N.J. Prentice Hall 1948, p. 7.

¹⁵ Harold B. Pepinsky, in Erickson *op cit*, pp. 146-57.

than would the full time counselors. On the other hand Sanderson *is probably correct when he says* There can be little question that many teachers are dimly aware of the magnitude of the responsibilities they undertake when they decide to become school counselors. Nor are they always cognizant of the complexity and intensity of training that is required to do a professional job.¹⁶

When schools refer to the number of counselors in their system they are often referring to teachers who have been given some time off to become involved in various personnel services activities. In most cases these people are woefully inadequate in their professional skills and understandings in their attitudes and in their concepts of their function. Too often the part time counselor does the various non professional jobs that are left over and these are often viewed by other teachers, and by the supposed counselors as the basic functions of a counselor. Teachers can become effective counselors but it is a serious error to try to combine functions of some personnel in a school system. The need for school counselors and other specialized personnel is great enough so that only those individuals who are professionally competent in their field should even be considered for positions. If a school system can only afford to hire a half time counselor it would be more effective to try to get another school to share the cost so that the school has the half time services of a counselor, rather than the half time services of a teacher pretending to be a counselor. Many of the extras may be essential tasks but they can be carried out by other non professional people since they are the tasks of neither the instructor, the teacher, or the counselor. It is indeed ludicrous to talk in terms of an occupation as a profession when it can be carried out by untrained and uneducated personnel on a part time basis.

The basic functions of full time counselors are somewhat the same in both elementary and secondary schools but they may be noted to be quite different from those of teachers.

1 The counselor in both schools helps emotionally disturbed children to come to a happier and more satisfying solution of their problems.

2 The counselor in both schools helps children with their academic difficulties although the elementary school counselor is more involved in the academic experiences of the children than is his secondary school colleague.

3 Counselors in both schools are concerned with the preventive and the remedial but in the elementary school there is particular stress on

¹⁶ Herbert Sanderson *Basic Concepts in Vocational Guidance* New York: McGraw Hill 1954 p. 296

the preventive and developmental so that there may be less need for the remedial later on

4 Both counselors work with teachers to help them come to a greater understanding of their children and of themselves

5 Both counselors help parents to come to a greater understanding and appreciation of their children, although most elementary school counselors are probably more involved in the problems of the home. The smaller child has less control over his activities, his younger parents tend to be more interested in school, and any marked home problems tend to show up quite soon at the elementary school level

6 Both counselors develop testing batteries for diagnosis and counseling purposes. The types of tests administered will, of course, vary for different grade levels. Tests that might be used are discussed in more detail in Chapter 7

7 Both counselors maintain extensive and up-to-date records on the children for whom they are responsible. These records are also discussed in more detail in Chapter 7

8 Secondary school counselors spend much of their time helping students to make wise college or job decisions. In many high schools, in fact, the counselor spends practically all his time helping the college bound students to determine where they might go, and the noncollege student is practically ignored. The counselor should allocate his time on the basis of the greatest need, but too often the high school students who have the greatest need receive little or no help from the counselor. This task, of course, is not one of the major functions of the elementary school counselor, although he should be concerned with the vocational realism of the child's school experiences. It is at the elementary school level that children should be at least beginning to look at their vocational future on the basis of fact rather than fancy. Children, and their parents, should know the odds regarding their vocational dreams. The slow learning child should not be discouraged if he plans to become a surgeon, but he and his parents must be helped to understand the chances—as well as the costs that they would have to pay

'Career days' and visitations often take up much of the secondary school counselor's time, and whether they are worth the time and effort that goes into them is sometimes doubtful. Certainly the 'one shot' sort of career day, when scores of propagandists descend on the hapless youngsters to describe the glories of their professions, might be questioned on two counts. We may often question the validity of what the students are told, and this one-day procedure allows the students to listen to only one or two speakers. It is better to have career days spread out over the whole year, and thus give the students

at least a chance to listen to a variety of opinions about occupations

Visitation may sometimes be entertaining and worth while as a part of total educational experience but it is questionable whether visiting a printing plant does much to help the youth make a rational choice in the matter of job selection

9 Another function that is limited to the secondary school counselor is that of aiding needy students to get part time jobs. Even in days of full employment many high school students do need part time work although some may be working to save a nest egg for their future college careers

10 All school counselors work closely with other specialized personnel such as remedial reading teachers special class teachers speech therapists and so on. In many schools guidance committees are set up and the school counselor might sometimes be a member of this committee or the chairman of the committee. The committee idea is a good one and it may often include parents community and church representatives and various other nonschool personnel. It is an effective means of helping the counselor to keep in touch with what is going on in the school and in the community and he cannot isolate himself from either

Teachers may sometimes be confused by the bewildering number of specialized personnel with a variety of titles and sometimes the question would seem to be not who is in personnel work but rather who is not. Actually different titles often describe jobs that are almost identical. In the elementary school for example the visiting teacher the school counselor and the school social worker may be doing almost identical tasks. Most school social workers think of their primary function as counseling and the visiting teacher is often a teacher in name only. The fact that three different individuals with three different occupational titles are doing similar jobs is of no serious consequence but those involved in counselor education must be concerned with the fact that the professional training of these three individuals varies a good deal. It may be that an individual can be effectively prepared for an occupation in three different ways but this problem at least warrants investigation

A more careful job analysis needs to be made and it is likely that there would be less confusion if some job titles were combined. Certainly school social workers and elementary school counselors could be described as counselors. Some visiting teachers should also be called counselors not teachers. The school nurse and the school medical doctor have a specific personnel function. It is probable that both should be more effective in their understanding of emotional disturb-

ances and in their capacity to work with them. Special class teachers and remedial reading teachers also have a fairly specific and identified function as members of the personnel team. Some teachers in this area too, however, might function more effectively if they had a greater understanding of emotional disturbances, and knew what to do about them. Most speech therapists with whom the author is acquainted think of themselves primarily as counselors with students who have a particular type of difficulty. It may be worth noting that personnel workers in the area of speech call themselves *speech therapists*, while those in the area of remedial reading still tend to describe themselves as remedial reading *teachers*.

Thus there is no question that the personnel services staff in an elementary or secondary school may have a multiplicity of names, and very often, a multiplicity of functions. In some parts of the country there are titles that are unique to a certain area, and some personnel workers may carry a title that is known only to them. The main concern in this chapter, however, is with the personnel services problems of that individual we see as a child centered teacher rather than a content centered instructor. Let us look at some of the difficulties that face such a teacher, one who is likely a member of the personnel services team, and one who may wish to become a counselor.

DIFFICULTIES FACING THE TEACHER ATTEMPTING TO FUNCTION AS A COUNSELOR

1 Probably the basic question has to do with the responsibility of the teacher as compared with that of the counselor. Is his major responsibility toward society, or is it toward the individual child? This is not too much of a problem for the clinical counselor, although even here there is sometimes great difficulty in determining just what the most ethical procedure might be. The American Psychological Association has prepared an extensive publication dealing with ethical standards of psychologists.¹⁷ Probably all counselors will sooner or later be faced with a situation where they will struggle to determine whether they should maintain a confidence and take no action, or whether they should take overt action for what they think is the welfare of the client, or another person, or society in general, and thereby

¹⁷ *Ethical Standards of Psychologists*, Washington: American Psychological Association Inc. 1953

betray the confidence of the client. When the teacher is functioning as a counselor he will not likely have such dramatic situations as when the client talks about killing others or making sexual attacks on children, or undermining the government of the country. On the other hand he may run into such a situation as where the child will tell him about his plan to run away from school and say "I'm only telling you because I know that you're the only teacher in the school who can keep his mouth shut and won't rat on me." Does the teacher keep his mouth shut and risk the possible repercussions of what might happen if John does run away? How will his co-workers react if John does run away but is picked up by the police and indicates that the counselor knew all about it? How will his principal and the parents of the boy feel? What if Mary tells the teacher that she doesn't want to cheat but Susan has been telling her how everybody does it and how all her own good grades are because she cheats? When Ted talks about how nasty Miss Bertram is but indicates that he assumes that the counselor will keep quiet about this because he and some other kids are scared to death of her, does the counselor take overt action and do something about Miss Bertram or does he leave the environment unchanged but try to help Ted adjust more effectively to it?

The question of responsibility and confidentiality then is one that poses an ethical and legal question for all counselors but it becomes an especial problem for the teacher who is often considered as society's handmaiden rather than the skilled specialist who works basically and primarily for the welfare of the individual child. The counselor it might be noted has no legal protection although some other groups who believe they have legal protection are also harboring false impressions. In the state of Massachusetts for example the only professional group who have legal protection regarding the maintenance of confidential information are lawyers. Neither medical doctors nor the clergy have the same protection.

The way the teacher will answer this problem will depend on the extent to which he really believes that as a teacher he is in a position from which he best serves society by working for the welfare of the child and thus maintaining the confidences of the child. Actually it is only rarely that the maintaining of a confidence will place the teacher in a questionable ethical position but it may be that occasionally the teacher will be placed in a situation where he must face up squarely and answer the question "With whose welfare am I most concerned—the child's or my own?"

In the long run however the responsibility of the teacher is going to be assumed to be at least the group of children if not society at

large This means that the teacher attempting to function as a counselor is placed in an almost completely contradictory position, and he will find it rather difficult to serve two masters The teacher does work with and for a group of children, and he is held responsible for their behavior It is difficult enough for many of the teaching staff in a school to accept the concept of the confidentiality of the client's statements to a counselor, they simply do not see this concept as applying to a teacher, and they may well be right A teacher can function effectively as a teacher, but if he develops an increasingly strong feeling about his personal responsibility to the individual child, then sooner or later he will come to the fork in the road He may move to become a counselor, or he can remain a teacher Both are honorable professions, but they are different

2 Another basic difficulty relates to the function of the counselor as compared with the function of the teacher To a degree, this may mean getting out of the more overt teaching role of the instructor and becoming more involved in the learning experience of the client and the counselor, although even when this is done there remain basic contradictions of function Most teachers probably dominate their classrooms, and some of those who are passive may be this way because of personal insecurity rather than for any psychologically sound reasons There is serious question as to the soundness and the necessity of teacher domination in the teaching learning process, and there is no question as to the undesirability of counselor domination in the counseling process The counselor's task is basically one of listening and clarifying in a quiet, unobtrusive, and accepting way This is much easier when working with one individual than when working with a group of thirty, but there are, nevertheless, some teachers who are very much this quiet and unobtrusive sort of person This sort of teacher should be understanding of counseling and should be able to function as a counselor without too much difficulty, but for the dominant, aggressive and continually talking teacher, the transition will be difficult In some cases the problem that faces the potential counselor is little more than learning how to change one's approach in order to be more effective In most cases however, there will have to be a change in the area of attitudes and self concepts, rather than in intellectual understanding For some teachers this will be such a slow and painful process that for all practical purposes it will be a most unlikely occurrence Thus it is probably true that some teachers would never be able to change enough so that they could function effectively as counselors

There is an abundance of evidence to indicate that the exhorting,

angelic approach does little to change attitudes that the more academic and intellectual approach is only a little better and that the understanding and therapeutic procedures are most productive. The exhortation of the teacher, however, is often an expression of part of his self, and he cannot change by simply learning that such an approach has little effect in changing the behavior of children. He must change his self concept before he can with any real meaning change his approach to teaching. Teacher education institutions may some day become efficient enough and selective enough that no teacher will be so rigid and unhealthy that he is incapable of change. At the present time, however, there are even some psychiatrists who refer patients to teacher-education institutions because they feel that the experience will be of therapeutic benefit. This is a good example of what is meant when one refers to the psychiatrist's concern with the welfare of the individual rather than with society.

Even the personnel-minded teacher, however, has basic functions which are contradictory to those of the counselor. The teacher is held responsible for the acquisition of skills and the understanding of knowledge, and even the most child-centered teacher cannot at least in the American public school system say, "It is up to you to decide." The teacher and her colleagues determine the curricular experience. It is imposed on the children, possibly gently and nicely, but still imposed on the children who are in the classroom—many because the law says they must attend. This also means that the teacher has to be the evaluator and judge and measure children as to what they know and what they don't know and what they can do and what they cannot do. This has little relationship to learning and it likely detracts from learning, but it is difficult to think of any teacher in the American school system who does not spend a fair amount of time in measuring and evaluating his students' skills and knowledge. This is a basic part of the teacher's function, but it is completely contradictory with the function of the counselor.

In this same area of function there is also the very real question of discipline. There are those who will say that the teacher has to be a disciplinarian and thus cannot be a counselor, since one cannot be both a counselor and a disciplinarian. Professional counselors generally agree that they can see none of the disciplinarian in their role and their function, so the important question is this: Does one have to be a disciplinarian in order to be a good teacher? All will probably agree that the goal of both teachers and counselors is to develop responsible individuals whose positive behavior does not depend on either external discipline or external rewards. Such a person will

proceed in a sound and socially acceptable manner because this is a normal part of his total behavior rather than because of any pressure, or because he expects a reward for behaving in a way which is quite natural to him. One trouble with the external form of discipline in the classroom is that the teacher is almost never aware of the real behavior of his students and most teachers certainly know that there is little relationship between the enforced mannerly behavior in a classroom and the behavior outside of the classroom. If children are forced into a certain pattern of behavior for no reason other than that it is what the teacher wants, there is little likelihood of this behavior carrying over. There is overwhelming evidence that the enforcement of satisfactory behavior, whether it be in a jail or in a classroom, has little or no effect as far as an actual healthy change in behavior is concerned. It is as ineffective as preaching or exhorting or begging a child to change his behavior. One of the most interesting statistics to back up this point is the astonishing fact that, in one community, at least, juvenile delinquency goes up with the start of school in the fall and goes down with the close of school in the summer.¹⁸

There is thus general agreement that the heavy arm or the slash of the tongue will not have too much effect in *changing* behavior, although it may be that within a narrow area such as a classroom it will *control* behavior. The question then is: is there no other way to control behavior or is it not possible to do something that will control questionable behavior and at the same time change negative behavior into positive behavior? We must at this point keep in mind the fact that as teachers we may have a highly distorted version of positive and negative behavior. Too frequently positive is doing what I do and negative is doing what I tell you not to do. It is within the realm of possibility that the better form of behavior might be something that is opposed by the teacher. However, if the teacher is a fairly stable and tolerant and liberal individual, his concepts of right and wrong will not be too rigid and when he thinks of rights he will think generally of what the child's own group would expect from him. It is also true that this sort of teacher would be less likely to think of most children as being bad and in need of punishment and control and in thinking more positively he would see less need for punishment.

Obviously there is no one answer to this very real question. If the teacher works in an institution where all teachers and administrators think of themselves as professional workers involved in preventive

¹⁸ William C. Kvaraceus *Juvenile Delinquency and the School* Yonkers World Book 1945 pp 151-52

developmental and remedial rather than punitive work then this attitude will of course show in the classroom. If on the other hand we have a school with authoritarian teachers and administrators who have little respect for children or their capacities but spend their time grimly preparing these children for life in a democracy then this too will show in the classroom even though the individual teacher may not be of this sort. Again the situation will be different in a grade 6 class where the children have had five years of experience with skilled and understanding teachers striving to develop independence and curiosity from in a grade 6 class that has had five years of experience with unskilled and fearful teachers who know little about child behavior and even less about their own. There will be obvious differences too among the children in these two classes. Some will have mastered basic skills to a high degree of proficiency thereby having better tools with which to work than will others who by this time know that they are the not so goods. Others will also have a high degree of native intelligence so that they can understand and follow a question while for some understanding may be a laborious process. Some students however may have too high a degree of intelligence so that the school offers them little in the way of a worthwhile challenge.

If the teacher then is going to have any hope of reducing the need for overt disciplinary measures he must know his class and he must know each individual student. There will be limits to behavior as there are in all life situations and as there are in counseling situations but these limits will not be the same for each student. If the teacher in his mind and in his heart thinks of each child as one who naturally has liabilities as well as assets but thinks continually of him as one who can contribute and works from this positive angle then surely there will be little need for the policeman. A few children may have to ask the teacher if they may sharpen their pencils or leave the room but why have a blanket rule about asking permission that even in an ordinary classroom makes little sense for most of the children? If the child can accept responsibility then he should have responsibility. Some teachers may say that in every classroom there are some really tough children who know only the language of force. This may be so although the fact that this is the only language they know is no indication that it is the only language that will be effective. If John and Bill have always been used to the stick and only do what they have to it makes little sense to declare to them that they are now in a democratic classroom where they can make their own rules and regulations. They will no doubt make them quickly with unfortunate results for both teacher

and class! For these pupils, then, the release of the reins may have to come more slowly than for others, but they should also have the new experience of working with someone who shows them acceptance and respect for their rights, and belief in their capacities. Even with such individuals, the main reason for punitive action by the teacher is usually because he is frustrated or afraid, and the confident and secure teacher will find much less of a threat from even aggressive and hostile children.

The teacher *can* be acceptant of feelings—"You don't think too much of this school, Joe"—without running the risk of chaos, and with Joe being quite well aware that acceptance of feelings does not imply the right to perform any sort of act. If a negative act is performed, such as cursing out loud at another student, hitting another child, throwing things at the children or the teacher, then this question should be asked: What sort of action would the counselor take in a situation such as this? Actually, the acceptance of negative feelings usually drains away the necessity for negative actions, and in most cases of negative action there has been no chance to express feeling. All counselors have their quota of failures, through no fault of their own, and every teacher functioning as a counselor will have his quota of failures too. But even with extreme cases, where the child may have to be removed from the room—and we can assume that our effectiveness with such a student will have been thereby lessened considerably—it is essential that our action should not be taken by the rest of the class to mean that we do not accept or tolerate any sort of deviation from the teacher's version of normal behavior. If this is the case, the teacher may have a quiet room and some superintendents may even say that he has a well-disciplined room but it will also be a tense and unhappy room where little learning will take place.

3 In the clinical situation the clinician does not have to be concerned with any group reaction to his client's discussion. The discussion is private, and the clinician does not have to work with a group of individuals many of whom are close associates of his client. Listening to Mary Dell talk in the confines of a private office is one thing but it is a somewhat different situation when Mary Dell talks about the same subject with thirty other eager pairs of eyes and ears tuned in. Several problems may arise.

If in the private counseling situation the client says "Ah, you people are all alike—you make me sick," there is no great problem. The client expresses her feelings and the counselor naturally allows her full rein in the expression of those feelings. In the class situation,

however, many teachers will say *If you allow Mary to get away with this then many other children will behave in the same way and the discipline in the classroom will be affected. Experience does not bear out this fear. If the teacher is an insecure and frightened individual who is personally threatened when he hears such a statement it might result in the class taking undue liberties but if he is a stable and secure person—and if he is the class will be aware of it—then there is little likelihood that the class will run wild because the teacher accepts a negative expression of feelings from one of their member. In fact a comment by the teacher warm and understanding just like the comment the counselor would make, Ummm you don't think too much of some teachers Mary , would be understood and appreciated by the vast majority of the class. This assumes of course that this is a classroom where the teacher is liked and respected. If the reverse were true then the children would probably be looking for any reason to break loose.*

Other teachers might say that such talk could not be allowed in the classroom because of its effect on teacher morale. If the school is a good school Mary Dell will find very few children who would agree with her so that when she expresses this point of view in class the children as well as the teacher know that this is no reasonable attack on the teachers since most of them are very fine people. The children will know that some of their fellows show their own troubles by complaining and griping about other people and about other things rather than about themselves. If however the atmosphere is one of fearfulness and tension where supervisors watch teachers and teachers watch children and each tries to catch the other in some misdeed then teacher morale will be sadly affected. It may even be that sometimes children will be more understanding of what the tolerant and sympathetic teacher is trying to do than will some of her fellow teachers and supervisors.

Another point and a more valid one is that the teacher could hardly continue a counseling session with Mary Dell in front of thirty other children. Often however the acceptance of feeling by the teacher may lessen the immediate need for attention although in some cases it might be that the teacher would have to stop the conversation and pleasantly and gently suggest that they continue the talk after school was over. If the child were under extreme tension this might not be acceptable and in a happy classroom there would be no particular reason why the teacher could not leave the class for a few minutes so that the child could have a chance to relieve himself of some of his feelings. This of course is not the sort of thing

that would happen every day, but if a teacher cannot leave his class for a few minutes without having chaos breaking out, then we might ask what sort of learning is taking place in the classroom. We can assume that the normal child will tend to be somewhat more overt when the teacher is not around, but if the momentary withdrawal of the teacher from the classroom is an invitation to disorder, then the brand of teaching that goes on in the classroom is not the sort that should be found in a democratic society.

4 If the good teacher is always friendly, and if the good counselor is one who does not establish too friendly a relationship with the client, then how can the good teacher be an effective counselor? It would seem reasonable to say that while the counselor should not be cold and aloof from the client's problems, he should, nevertheless, maintain a professional relationship that is accepting and understanding rather than sympathetic. Many clients are suspicious, and justly so, of immediate friendship, since they live in a culture where many protestations of friendship and willingness to help are merely words without meaning. Thus the client does not miss "friendship" when he meets a counselor who accepts everything he says or thinks, who is not disturbed by anything he says, and who seems to continue to respect him no matter what he tells him. Many teachers could be more effective if they were to work toward this type of relationship with their students, rather than the pal to-pal sort of thing. Friends expect too much from friends, and if the friend happens to be either teacher or counselor, the relationship is hampered since neither can give to the student what he may expect from a friend, but not expect, it may be noted, from a professional worker. Thus friendship may be a liability, and if a teacher feels that he wants to be as effective as a counselor, the best relationship is one which is warm, human, understanding, and accepting, but without the emotional attachment that often accrues from a friendly relationship. The friendly relationship that some teachers establish with some students may be for the benefit of the teacher rather than for the child, may show the need of the teacher for a close and dependent relationship with someone rather than any desire really to help the child.

5 Another reason given by some counselors that teachers cannot be counselors is that they are too rigid and unbending, and that they find it difficult to be acceptant. It has been said that teachers and preachers are the two most difficult people to train as counselors because of their preconceived notions and ideas, and there is no doubt an element of truth in this statement. The author has administered a simple counselor attitude test to about 1,000 teachers from

various communities throughout the country. Of the five attitudes that are measured — evaluating, probing, supporting, interpreting, and understanding — the one that usually ranks number one among teachers who have had no counselor education is evaluating, and probing usually takes second place. Of the five attitudes, these are the two that experienced counselors would consider to be the most questionable.

There would hardly seem to be any reason, however, for us to assume that this is something that is an inevitable and unchangeable part of the teacher's being. Would it not be better to think of it as a perhaps questionable characteristic of some teachers, but a characteristic that can be changed? There would surely be few who would argue that one must be rigid and unbending in order to be a good teacher.

The great majority of teachers represent the anxious middle class of America, whereas particularly in the elementary school, a large proportion of the children they teach represent the lower and probably less anxious class. Thus, when the teacher attempts to impose his versions of the right way of living on the children, he gets into difficulties. The child, for example, may use language that is not acceptable to the teacher, and when he goes to school, he may discover for the first time that this is not nice language. He may be somewhat surprised at this since he knows that everyone — mother, father, brothers, sisters, friends, adults — uses *his* language. The only one who does not use his language is the teacher. If he is a fairly stable fellow, this will not likely trouble him too much, although he may think the teacher a bit queer for being so different from everyone else. However, he will go along with him in the school, and then change back to his more normal pattern of speech as soon as he gets out of the classroom. If he is a fearful and insecure child, however, this attitude of the teacher may make him even more fearful, and support his feelings about his own unworthiness as well as the unworthiness of those with whom he must live. On this matter of language, the teacher may say that in his circles, the child's language is simply not used or tolerated. He may forget, however, that in other circles, the child's language might be much more acceptable. The less rigid teacher may have no great difficulty in getting across to the child the idea that a certain kind of language is used by some people, such as teachers, and it is better to use it while you are with these people. There are different forms of language, however, that are used by other people, and there is no question of which is right and which is wrong. Thus, if the child is going to live with both

groups he must be able to adjust, language wise, to the concepts of both groups. He will not be helped in this adjustment by a rigid teacher who feels that there is only one acceptable manner of speech — that is, the way he speaks.

Much the same thing applies in other forms of behavior, such as the manner of eating, fighting, and so on. The pliable teacher may feel that he should help the child to see that there are other ways of behaving and that in certain groups one way of behaving is considered to be better than another way. There is a serious question, however, as to whether he should attempt to impose on the child a pattern of behavior that is acceptable to the group the teacher represents, but not to the group or class represented by the child. Many parents, most parents as a matter of fact, would probably resent the idea of a teacher trying to mould their children into a pattern of behavior that, according to the teacher, is the right form of behavior. The counselor, to be effective, must accept and understand, and if the teacher is an individual who follows a rigid code that accepts only one way of thinking and living, then he will not likely be too effective as a counselor. On the other hand that some teachers are like this is no reason for all teachers to continue to be this way.

6 Another complaint about teachers as counselors follows along much the same line. This is the idea that teachers are too unrealistic, live in an unreal academic world and thus are unaware of the real problems of children. It is true that if one's life involvement has been with books rather than people, then one's point of view may tend to be somewhat naive and distorted. It is also true that many teachers would probably be better off if instead of going to summer school and spending more time with books, they would thumb their way across the country, work in a restaurant, spend the summer working on a farm, or in some way do something far removed from teaching. Teachers do tend to take their work home with them, and even in the summer far away from their school, teachers may be heard talking shop. It would be more healthful if the teacher could leave school completely behind him for the night, for the week-end, and sometimes for the summer. One cannot be on the same job all the time without running the risk of becoming stale and dull and repetitious.

7 Another oft heard complaint is that many teachers do not have enough professional training to make them effective as teachers, so how in the world can they be effective as counselors? Again, this is doubtless true for some teachers, and the training program of many teacher training institutions is such that we may question how well

the teacher is equipped for teaching let alone counseling. The typical teacher training program is broken down into two major parts: learning what to teach and learning how to teach it. In most schools of education attached to universities, the liberal arts college attached to the university is the school in which teachers learn the what, while the school of education teaches the how. The more academic minded educators complain today that the modern teacher knows how to teach but doesn't know what to teach, while other educators complain that too many teachers know the subject but don't know how to teach it. There is no doubt that the high school teacher should have more knowledge in his subject area than the students who are taking the course from him, but the author has often wondered whether he was less effective as a teacher of a subject when he had had only nine months of normal school than in later years when he had a degree in that area. He was probably more effective in the latter case but was this because he knew more about the subject he was teaching or was it because he was more secure in what he was doing? Would he have been just as effective if he had suddenly in later years had to teach a subject in which his knowledge was as scanty as it had been when he graduated from the normal school? How much one should know about a subject when teaching the elementary aspects of that subject is hard to say but it is difficult to see how a grade 9 algebra teacher will become a more effective teacher by the acquisition of a Ph.D. in mathematics.

Nor of course is everyone happy in the controversial area of methods courses, the courses that generally seem to be most disliked by students in teacher training institutions. The instructors often have the psychologically difficult job of trying to teach a method that worked well with someone else (usually the advocate of the method) to a person who has not yet been involved in the teaching process. There is no guarantee, however, that a method that is satisfactory for one teacher will be any good for another teacher, since a method as many trusting neophyte teachers bitterly learn in their first year of teaching is a highly personal business. Probably the best the instructor can do is refer to methods generally and hope that the student is alert and keen and creative enough to sift them all together and come out with a method that will be effective for him.

The biggest gap in teacher training programs is in the area of human understanding and human behavior. Few courses in such an area are offered by most teacher training institutions and the teacher might be better prepared if some of the content and methods courses were sacrificed and more attention were paid instead to the under

standing of human behavior, human problems, needs and motivations, the skills and procedures that might be used in detecting deviate behavior, and ways of helping children come to a more satisfactory understanding of themselves. In many teacher training institutions there are not even elementary courses in measurement, principles of guidance, psychology of learning, and so on.

Thus it would seem that the formal education of both the instructor and the child centered teacher does little to equip them to function in a professional manner as a school counselor, or as any other pupil personnel services specialist. The teacher who is planning to become a counselor should assume that it will be necessary for him to undergo a learning experience which will be sharply different than that which he experienced when he was being prepared to become a teacher.

8 Some will say that the teacher cannot function as a counselor since, as a teacher, he must teach a subject, and therefore has no time to become involved with the problems of children. This is one of the weakest of the "reasons," since effective teaching means that the teacher *must* be involved with the student and with the problems of human behavior. Effective teaching usually means that a high degree of attention is paid to the individual student and to his individual differences, and not too much attention to methods of teaching per se. The teacher who becomes more effective as a counselor will almost certainly become more effective as a teacher, since the attitudes and the understandings of the good counselor should be those of the good teacher. There would probably be general acceptance of this statement among elementary school teachers, who are more actively involved in the everyday life of the student, but there might be some resistance from the academically-oriented secondary school teacher who still feels that this function is to lecture and give forth with his knowledge, with little or no concern about what the student does with the knowledge. A person may satisfy one teaching criterion by lecturing on a subject, but his role as a real teacher may be questioned if he does not feel that it is his professional business to be actively involved in the learning process with the student. If he accepts this as one of his responsibilities as a teacher, then in order to be more effective with the child he must have a great understanding of the psychology of human behavior, and of the ways and means of helping people move toward a life of independence and stability.

While it is true that the secondary teacher does not usually have the same continued contact with one group of children as does his elementary colleague, but may teach many classes totaling several

hundred children, this is no reason that he should not have personal responsibility for one classroom, be it a homeroom, a study, or a 'guidance' room. One teacher should be responsible for the well being of the students in one classroom, and we might question the effectiveness of a school administration that does not see to it that the curriculum and the scheduling of classes is such that every teacher can have time with his own group.

This problem, then, should not really present much of a difficulty, as long as the teacher accepts the idea that there is a positive relationship between getting to know and understand children, and helping them to learn more about the subject that the teacher is supposed to 'teach'.

9 A final reason given that teachers cannot function as counselors is that they are too unstable a group, and therefore should not be allowed to become involved in the personal troubles of children lest they harm them more than they help them. It is obvious that a neurotic teacher may be questioned as to his effectiveness as a counselor of neurotic children, although even on this question there is some evidence to indicate that while the ideal counselor might be the super stable sort of fellow, there actually are a good many therapists and psychiatrists who, like many other people, have their own personal troubles. A big difference, however, is that the therapist is able to understand and to control his problems, and thus to live and work with them. The extent to which one can flexibly adjust to reality, rather than remain rigid and unmovable, is a much better measure of stability than the number of 'problems' one may have. We need stable counselors, but probably no more than we need stable teachers. It is true, however, that in the professional preparation of counselors more attention is given to the stability of the individual than is the case in the professional preparation of teachers, so it is probably correct to say that the individual who has experienced professional counselor education has become more involved in the attempt to understand his own behavior than has the average graduate of a teacher training institution. On this question, then, one might agree that teachers do not spend as much time as they should in a professional attempt to understand their own behavior, but this is equally undesirable whether the individual is being educated to be a teacher or a counselor. Counselors on the whole, then, are better prepared in this respect, although much remains to be done in the education of counselors as well as teachers. Teacher education should take more note of the personality traits of teachers such as those discussed in the next section.

PERSONALITY OF THE TEACHER

Pepinsky and Pepinsky have not entirely facetiously remarked that the qualities that are supposed to be possessed by many counselors might better equip them for divine rather than vocational guidance¹⁹ Certainly we have at times viewed the teacher and the counselor in a somewhat ethereal light and become ecstatic over what they should be like, while we know quite well that if it were ever possible for a human to possess these various virtues without a single blemish, he would be so abnormal from the point of view of the average person as to be unfit for either teaching or counseling Children and adults probably feel more comfortable when talking with real people than with a saint and realness is a trait not possessed by all teachers and counselors The comment 'Why he's just like an ordinary guy,' is seldom interpreted as an insult, and it is nearly always meant as a compliment The cultural concept, on the other hand, is that the teacher, supposedly the good teacher, is not an ordinary guy but a rather odd guy This concept is probably less marked today than previously, but there still lurks in the minds of millions of American parents the picture of the teacher as being somehow, not quite like other people and while the teacher may be afraid of the parent, the parent is equally afraid of the teacher This is much less marked in small communities where often the majority of the women teachers are middle aged married women who are well known in the community and are viewed more as equal members of the community than as teachers This concept is also affected happily, by the increasing number of personable and handsome young female teachers who definitely do not fit the concept of the lady teacher as being a dried-out creature who lives a narrow, dull and apathetic life Also helping to some extent is the fact that some of the younger male teachers of the last decade are men who quite obviously have been around and done things that mark them even among the children, as *men* The number of men in teaching however, is pitifully small and the hard economic fact of life is that most men if they intend to have a family and also be a teacher, have to think of something else to do in order to maintain themselves When this happens teaching may become the secondary rather than the primary job

Clinicians and mental hygienists have not always painted too rosy a picture of teachers Prescott for example, has described teachers in these somewhat unflattering terms

¹⁹ Harold B. Pepinsky and Pauline N. Pepinsky *Counseling Theory and Practice* New York: Ronald 1941 pp. 139-40

The net result is that our schools are manned in the main by very young relatively inexperienced women who have not yet chosen a mate by spinsters who could not achieve a normal love life, by women whose homes have been broken by death or divorce, and a very few mature fully experienced teachers.²⁰

These words were written in 1938 however, and the picture is not exactly the same now as it was then. The number of married women in the classroom is steadily increasing and the great majority of teachers in the elementary school today are women who might fall into three categories young inexperienced women who will teach for a year or two before marriage, older spinsters who have passed the likely marrying age and will remain in teaching for their working days, and married women for whom teaching is a part time job. With the last group the primary job is managing the home. It might be argued that the only group for whom teaching would be a professional task would be the middle one although there is no evidence to indicate that any one group is any better or any worse than any other group.

How about the mental health of teachers? Are they more neurotic or less so than the average population? Fenton attempted to answer this question in a study of 241 teachers in California schools. The following conclusions were reached:

Of the group studied 54 or 22.5 per cent were considered by their superintendent or principals and also by the writer to be maladjusted and in need of the assistance which mental hygiene could offer them. These teachers were suffering either from the milder forms of mental illness called psychoneurosis or from other personality problems which interfered with their adjustment to teaching as an occupation.

In 17 cases 7.1 per cent of the total group the teachers were not seriously handicapped in their classroom work by their neurotic tendencies their problems were in their own lives and were not brought into the classroom although in some instances they involved the teacher's relationships with other adults in the school system. In 37 cases or 15.4 per cent of the total group the teachers were considered to be definitely handicapped in their professional work by evidences of maladjustment.²¹

The fact that the teacher cannot pretend that he is what he is not is well pointed out by Redl and Wattenberg when they say

²⁰ Daniel A. Prescott *Emotion and the Educative Process* Washington: American Council on Education, 1938, pp. 255-56.

²¹ Reprinted from *Mental Hygiene in School Practice* by Norman Fenton with permission of the publishers Stanford University Press copyright 1913 by the Board of Trustees of Leland Stanford Junior University, p. 249.

In the interest of maintaining a desired classroom atmosphere most teachers find themselves at times either concealing their true feelings or simulating attitudes that they do not really have. They may act cheerful or confident when they are really worried or frightened. They may feign interest in materials with which they are bored. They may work up enthusiasm for youthful productions they regard as ludicrous. In short they assume in the classroom a personality which is bound to be somewhat artificial put on consciously because it helps with the job. By the same token impulses which could be allowed freedom elsewhere must be blocked in the classroom.²²

Bernard points out that teachers need to cultivate the expression of the positive — such upbuilding emotions as love, appreciation, and humor — as well as to seek opportunities for the release of pent up emotions that result from taking seriously the responsibilities of teaching.²³ It is doubtful whether we should assume from this statement, however, that pent up emotions must result from taking the responsibilities of teaching seriously. There are many teachers who think of their position most seriously, but are not particularly disturbed by pent up emotions. It is possible to do a good job of teaching, and to do it in a light hearted, humorous manner, with a happy frame of reference rather than one of deadly seriousness.

The fact that the mental health of the teacher is closely related to that of the children was shown in a study reported by Myers.²⁴ In this study it was found that the pupils of teachers in good mental health showed measurably greater mental and emotional stability than did the pupils of teachers in poor mental health. The records showed in graphic fashion the extent to which the health of the class as a whole tended to improve or deteriorate depending on the health of the teacher concerned.

There is no doubt that the job of the teacher is one in which there is a certain degree of tension and frustration, but it is difficult to find any position of responsibility that does not carry potential tensions and frustrations. Often however, these are determined by the individual's interaction with the environment rather than by the environment per se. It may well be that one of the things that has been overemphasized in the teaching profession is this matter of the job being one in which there is automatically more pressure and ten-

²² Fritz Redl and William Wattenberg *Mental Hygiene in Teaching* New York: Harcourt Brace 1951 p. 386

²³ Bernard *op cit* p. 443

²⁴ C. Roger Myers *Toward Mental Health in School* Toronto: The University Press 1939 p. 133

sion It is true, of course, that there are many things in teaching that may cause emotional stress, and Carroll is to some extent correct when he says

There are many frustrating factors in the work and in the personal life of the teacher Three of the most important of these are the attitude of the community low salary, and *continued close association with immature minds* Most communities expect their teachers to be paragons of virtue. Citizens and parents set rigid standards of behavior for teachers which they themselves would not expect to abide by They place constant pressure upon the teacher to repress, and repression is a source of maladjustment rather than adjustment²⁵

However, it is also likely that the extent to which the teacher feels that pressures are being exerted upon him is as much a measure of the teacher's own disturbance as it is a measure of the restriction of the community There is certainly no doubt, for example, that the low salaries of teachers tend to have a definite effect on their community prestige, although this also depends to some extent on where the teacher lives The author can remember that, in his early days of teaching in mountain mining towns and farming villages of western Canada, although his salary was most negligible, it was princely compared with most of the impoverished miners and farmers The teacher who lives in certain sections of New York City will almost certainly be in the upper income bracket compared with his neighbors and pupils, and therefore be held in high regard salary wise, whereas the teacher who lives in Westchester County, with a more elite and wealthier commuting crowd, will have much less income than his neighbors and be held in less regard

Nor should the *continued close association with immature minds* be a tension factor as long as the teacher is mature and stable enough to understand that his out of school contacts should be on a more adult and intellectual level If he is a good student of human behavior he should be no more affected by his professional contact with small children than the counselor is affected by his daily contact with disturbed minds It would seem, then, on this point, that the extent to which the teacher allows himself to be drawn into an immature and intellectually elementary world is an indication of his own personal tension and disturbance

The teacher who is a secure and happy individual will be much less likely to be affected personally by the day-to-day incidents and

²⁵ Herbert A. Carroll *Mental Hygiene* 2nd ed. Englewood Cliffs N.J. Prentice Hall 1951, pp 304-5

disturbances that are common to practically every classroom peopled by normal, healthy children. If there is not a certain degree of noise, confusion, and disturbance in the classroom, one might begin to wonder about the mental health of both the children and the teacher. The teacher who does not feel anxious and pressured will not view these incidents as personal threats and will look at them from a more professional and therapeutic point of view. As is pointed out by Detjen and Detjen:

When a child is consistently noisy, irritating or belligerent, he is usually fighting against circumstances that have gone wrong in his life. A sympathetic teacher will not think of him in terms of being bad and will not blame him for the way he feels. Instead, she will accept his behavior as a natural reaction under the circumstances and will help him to find a more satisfying way of meeting his problem. It is difficult to feel kindly toward a child when he is defiant and belligerent, but this is the time when he is most in need of kindness.²⁶

It is relatively easy to agree with words like these, but many teachers have a legitimate 'gripe' when they say, 'You are the fellows who talk about this, but you don't have to work with it.' It is a test of the teacher's emotional maturity rather than his professional competence (although one may not be possible without the other) when he is faced with one or two belligerent and hostile children in a crowded classroom. The temptation to use the easier repressive and personally safer measures is always strong. It will not help the child, but it may subdue the disturbance and bring a temporary and uneasy peace to the classroom.

A study directed by the author showed that in a group of student counselors, most of whom were teachers, there were significant differences between individuals chosen by their fellows as potential counselors and those rejected by their fellows as potential counselors.²⁷ Individuals who were chosen by their fellows as counselors tended to show a higher degree of confidence than those who chose them, they showed more normality in hypochondriasis, depression, paranoia, hysteria, schizophrenia, social introversion, and psychasthenia than those who chose them, and they showed a higher degree of interest in such areas as social service, persuasive, literary, and scientific than those who chose them. Individuals who were rejected by their fellows as

²⁶ Ervin W. Detjen and Mary F. Detjen, *Elementary School Guidance* (New York: McGraw-Hill, 1952), p. 79.

²⁷ Dugald S. Arbuckle, "Client Perception of Counselor Personality," *Journal of Counseling Psychology* 3, 2 (Summer 1956), pp. 93-96.

counselors showed less in the way of home satisfaction they were more abnormal in such areas as hypochondriasis paranoia hysteria schizophrenia psychopathic deviation and hypomania

It is not always easy to determine what parents think or feel about teachers as people since this depends to a great extent on the environment where the teacher works. It is probably true however, that the socio-economic-educational status of a group of parents has some effect on its reaction to teachers generally. Even some dignified and important businessmen fathers however would quake with fear if they were asked to go and have a chat with John's teacher to see how things were coming along. Certainly many mothers feel that the teacher is superior both in dress and education feel somewhat uneasy when talking to teachers and are definitely not too happy to have teachers come to see them in their home. Underlying this attitude of course is the fear that the teacher may find the mother in disarray in a disorderly house surrounded by crying children with running noses or in any position that is not of the best.

In a brief survey of this question however the author found that the attitudes of parents who attended PTA meetings in seven different communities were most positive. The 547 respondents were mothers or fathers of elementary school children. The questions and the percentage of parents replying Yes and No are indicated below.

1 Do you think that the general behavior of teachers should be better than that of other professional workers—i.e. medical doctors lawyers etc? Yes-27% No-73%

2 Do you think that general behavior of teachers should be better than that of other skilled or unskilled laborers—i.e. truck drivers fishermen plumbers etc? Yes-83% No-13%

3 Do you object to teachers entering political contests? Yes-28% No-72%

4 Do you think that teachers should have the right to smoke if they wish other than when engaged in teaching? Yes-98% No-2%

5 Do you think that teachers should have the right to moderate drinking—i.e. serving liquor at parties etc?

Men	Yes-91%	No-6%
Women	Yes-93%	No-7%

6 Would you be critical of a teacher if you knew that he or she did not attend a church or synagogue? Yes-31% No-69%

7 Do you feel that a teacher should be free to express a personal point of view in the classroom on a controversial issue as long as it is clear that the view is nothing more than a personal point of view which may be wrong—i.e. if a student asks what do you think about McCarthy should the teacher give his honest opinion? Yes-73% No-27%

- 8 As a parent, do you generally feel that you can talk to teachers in an easy and comfortable way? Yes-95% No- 5%
- 9 Are you afraid of teachers? Yes- 1% No-99%
- 10 Do you feel that teachers are generally as emotionally stable, secure, and happy as other people? Yes-91% No- 6%
- 11 Would you have any objection to having a teacher drop in unannounced to have a chat with you? Yes-13% No-87%
- 12 Would you have any objection to having a teacher drop in after an appointment had been made by telephone, to have a little chat with you? Yes- 2% No-98%

It may be noted, however, that even with this somewhat liberal response of a group of middle class parents, over one-quarter of them felt that the teacher's behavior should be better than that of other professional workers. Thus we might assume that in the minds of parents, teacher behavior is still a most important criterion.

While the teacher should be aware of and concerned with the community attitude toward him, it is even more important that he be keenly aware of his own personality as it is viewed through the eyes of the children. Therapists will generally agree that people do not always react to us as we *think* we are, but rather as they see us, and this may be a more accurate picture than the one we see. The child's concept of the teacher, of course, is affected by many things: the attitude of his parents and his peer group toward teachers, the attitude of the community toward teachers, and particularly by the experiences he has had with teachers. In this regard, some children are much more fortunate than others.

One may be somewhat skeptical about the accuracy of written comments of children about teachers, since there would seem to be evidence to indicate that at the written level many children are controlled by the cultural version of what they are supposed to say. Many find it more difficult to express their subconscious hostility or distaste in words than they would, for instance, in playing or in drawing. The author has noted that there is a discrepancy between what some children will say in a written paragraph about teachers and the sort of pictures that they draw of teachers. While it is true that artistic inability may limit the child's expression of feeling in a drawing, it is also true that it is just as easy to draw a mouth that laughs as one that snarls. In one grade 7 class that the author noted, practically all of the written comments in an answer to the question, 'Would you write a few sentences that would indicate what you think about teachers?' were positive. In the drawings that were turned in to another teacher, however, in answer to the question, 'Would you

draw a picture of the sort of person you think about when one mentions teacher—a somewhat different story was at least implied. One child had the head of a devil saying *Hee hee—here's some children I can torture*. Another had a monster like creature with an *inigma* on his shirt reading *Down with puple (sic)* still another had a head that was obviously an imitation of a very nasty devil complete with horns and beside it was written *Down with teachers*. A grim looking fellow with a pistol pointed at his head was the version of another pupil. This student had written *This is what a teacher looks like*. Another had a grim heavily blacked in drawing of a robot like creature sitting behind a desk in a prison with the words *Teachers should be dead*. Another student's version of a female teacher was a bearded creature with glasses falling off a book falling out of the hand and a stick or club in each hand as she advanced on two very small creatures apparently pupils. The word *growch (sic)* was written beside the teacher. The same student had a large figure of the man teacher standing reading out of a book to a very small version of a student sitting behind a desk reading out of another book. Another heavy slashing drawing of an old looking man with a long beard had the words *I don't think a teacher should crab or yell its head of and not give homework (sic)* written beside the picture.

These pictures all came from a class that had written quite positively about teachers. This pattern seems to be borne out in other elementary school grades while the drawings in some classes often tend to tie in with the written words showing an absence of negative hostile sullen angry or grim expressions it is noticeable in other classes that the written words present a very positive picture while the pictures present what would seem if one's interpretation is acceptable to be much negation and hostility toward the teacher or toward teachers in general.

It is also noticeable that in some classes a large proportion of the group responds with what would appear to be hostile and aggressive drawings while in other classes only one or two children or none at all respond in this way. This could carry obvious implications for the teacher.

There is a great deal of consistency in studies of what children like and what they do not like to see in teachers and it is astounding that few teachers have made any attempt to find out what children really think about teachers in general and about them particularly.

Teacher traits that are most frequently mentioned by elementary school children as being positive are such things as being kind and understanding helping children with their work having a sense of

humor, being fair, being good natured, and being a good sport. The replies below are a sampling from a number of grade 4 classes. They are written as the children gave them.

A good teacher is one who understands children and can help them when they do not understand their work.

A good teacher is one who like children.

A good teacher is one who helps her pupils.

A good teacher is one who hope a child.

A good teacher is one who tries to make you understand all she has said and make you understand the English Language.

A good teacher has to get along with children.

A good teacher is one who always is kind to little children and helps children when they need her.

A good teacher is one who understands children.

A good teacher who is help the state.

A good teacher is one who has to get along with children.

A good teacher is one who gets along well with children.

A good teacher is one who is always helping you when you don't know some things or when you are hurt.

A good teacher is one who helps the boy or girl who wants help.

She gets a lion together.

A good teacher is one who. When you need help your teacher will help you.

A good teacher is one who understands and helps children when they don't understand their work.

A good teacher has to get along with children.

A good teacher is who is nice teacher that helps you.

A good teacher is one who should like each other.

A good teacher is one who spends time with the children.

A good teacher is one who must love children.

A good teacher is when she takes time to teach someone.

And so this little group of little children tends to emphasize, as do most of their fellows, the need for kindness, gentleness, acceptance, help, and understanding from the teacher. It is probably needless to point out there is no mention made here of the intelligence and the erudite state of the teacher's mind, and that the qualities here listed are ones that are not measured by the number of college degrees possessed by the teacher.

Other grade 5 children, describing their version of a poor teacher,

used these words As before, the spelling and composition are quite original

A poor teacher is one who cannot understand children and cannot explain the work to the children

A poor teacher is one who doesn't like children

A poor teacher is one who doesn't understand her children and doesn't help her children

A poor teacher will not try to help you when you are in a mess

A bad teacher can't get along with children

A poor teacher is one who does not help little children

A poor teacher is one who lets the children play and then teaches them a lesson they do not understand

A poor teacher is sometime always angry

A poor teacher is one who cannot understand children

A poor teacher is one who doesn't get along well with children

A poor teacher is one who doesn't get along with the children

A poor teacher is one who never helps you

A poor teacher is one who does not help the children

She doesn't get along with children

A poor teacher is one who raises her voice.

A poor teacher is one who will give you work you don't understand

A poor teacher does not get long with children

A poor teacher is one who is a teacher that is mad

A poor teacher is one who does not like children

A poor teacher is one who dislikes children and is g. touchy

When the teacher is not going to listen to you

Senior students show a greater breadth in their reactions toward teachers but basically there is not too much difference in their version of the good teacher and the poor teacher. A representative sampling of high school students responded in the following way in answering a question on what they particularly liked to see in a teacher

The teacher that I have most admired is one who has genuinely devoted herself to aid the student. Although this is a supposed characteristic of all teachers there are few teachers with whom I would discuss any of my problems

I like the teacher who is understanding and willing to help the student in any problems that he may have

I respect the teacher who is understanding and willing to aid the student in his problems. She must have a good sense of humor

I like the teacher who conducts his class with discipline, who is understanding of the problems of the students and is willing to help the student in his problems. She must have a good sense of humor.

The teacher I admire is not devoid of a sense of humor, is understanding, and is willing to help the student in any of his problems.

I like the teacher who is untiring in his efforts to help the students who are not fortunate enough to be 'smart'.

The teacher I respect is the man who is above all else, a good disciplinarian. He is understanding of the problems of his students and treats them accordingly. He is ready to give his help whenever it is desired.

One characteristic about a teacher that I like is that she takes an interest in all her pupils. I found this out when I needed help and she gave it willingly.

The teacher I like is very young, understanding, and has a lot of school spirit. She will do almost anything she can to help the student, not only as a teacher, but as a friend.

I like the honesty and the sense of humor of one of my teachers.

I like her because she is interested in the individual.

The teacher I respect is interested in the progress of each student. The teacher has a good sense of humor, never conducts an uninteresting class, and is of an understanding nature.

The teacher I like is interested in every student. She condescends to the level of the student, and is easy to talk with and joke with.

The teacher that really pounded something into my head was the one I admired most.

The teacher I like is fair. When wrong she admits it. She gives you the mark you deserve and does not allow her attitude toward you to interfere.

The teacher I like is agreeable, laughs with the class. She is interested in every student.

I like a teacher who greets you with a smile, and is willing to help you with any difficulties.

I like the teacher who is earnestly interested in the problems of the students.

With regard to what the high school children particularly disliked to see in a teacher, they wrote as follows:

I dislike the teacher who is not friendly.

I dislike the disciplinary tactics of one of my teachers. He was too severe.

I disliked the unfriendly teacher.

I disliked the teacher who was not explicit in his explanations.

I dislike the teacher who gives too much homework.

I dislike one teacher who, due to his severe disciplinary methods, has lost the respect of his students.

I dislike the teacher who plays favorites" I dislike the teacher who thinks she is the epitome of perfection A person does not teach school to show the world how good a person she is

I dislike the teacher who does not make her class interesting

I dislike the teacher who makes comparisons with an older relation who preceded your own class in school It is unfair to assume that, because a brother, or a sister, or parent, was smart you should have the same intelligence

I dislike the teacher who won't listen to reason

I dislike the prejudiced teacher who believes her way is the only way

I dislike the unfair teacher I dislike the teacher who thinks she is the only person in the world who is right

I dislike the teacher who is not considerate helpful, and humorous

I dislike the teacher who does not make the subject understandable

I dislike the teacher who expects more than you are able to do

I dislike the unreasonable teacher who is always right

I dislike the teacher who shows prejudice and disinterest

I do not like the teacher who acts above everybody else, thinks she is the most perfect creation in the world

Another way in which one may get some indication of the reaction of children toward teachers is by asking them if they would like to be teachers, and to explain their reasons Usually, one does not find too many children wanting to be teachers, although more children of both sexes want to be teachers when they are in the elementary grades than later on when they get into secondary school

Out of a sampling of several hundred elementary school children, those who said they would like to be teachers gave the following reasons in order of importance

Like children and like to help them

Would like to help children to get a good education

It would be fun

Would like to have people be proud of me

Would be nice

Like school

Would like to have the experience of a teacher

I like to correct papers

Because the school needs more teachers

It is a nice job

I would like to be a teacher because they are good

Because most of them have a good education

Reasons for not wanting to be a teacher, among the same group of children and in order of importance were

Prefer to be something else

Don't like school

Too hard

Don't make enough money

Too many children to take care of

It's not active enough

Wouldn't like to teach someone else

Not enough patience

I wouldn't want to be a teacher because you can't get ahead

I would not like to be a teacher because I lose my temper

Again as would be expected older children gave a somewhat more sophisticated series of answers as to why they would or would not like to be teachers. The following were the major reasons listed why they would like to be teachers

I like children and I hope to be able to form their minds

The personal satisfaction that I'd get from knowing I'd helped someone
Because I like people and I like to feel that I can do something for someone else

I'd like to be the one who made children realize the value of an education

A teacher has a great deal of respect in society

I like the working hours and the long vacations

I think teaching is a profitable job that gives one an opportunity to do something for others

Because I like to meet people and get to know them

I think I was born to be a teacher

It seems like an interesting life

They gave the following reasons why they did not want to be teachers

Teachers don't get enough pay

Teachers are seldom admired by the public.

Teaching is for people who haven't got what it takes to do something else
I don't think that a teacher can live a happy normal life like others

No future in it

No chance for promotion

Working with kids doesn't appeal to me
 I'd want to be happy and I don't think teachers are happy people.
 I'd rather be my own boss than have many bosses like teachers have
 Too many hardships and too little pay

Numerous studies have been made of the attitudes of children toward teachers and of the traits that they like the best and the least. Over a quarter of a century ago Hart found that the major reasons several thousand high school seniors gave for disliking teachers were that they were too cross crabby grouchy or sarcastic that they were not helpful with school work that they had favorites that they were aloof and superior and overbearing that they were mean unreasonable and intolerant that they were unfair in marking and grading and that they were inconsiderate of pupils' feelings.²⁹

On the other hand the major reasons given to Hart for liking teachers were that they were helpful with the school work that they were cheerful and good humored that they were friendly that they understood and were interested in pupils that they made the class interesting that they had the respect of the class and that they were not grouchy or crabby.³⁰

Some years later Witty from thousands of letters submitted from children in grades 2 to 12 found that the most positive traits of teachers from the children's point of view were a cooperative and democratic attitude kindness and consideration patience wide interests pleasing personal appearance fairness and impartiality and a sense of humor. He found that the most frequently mentioned negative traits were bad tempered and intolerant unfair and inclined to have favorites doesn't want to help pupils unreasonable in demands tendency to be gloomy and unfriendly sarcastic and inclined to ridicule and unattractive appearance.³¹

Still later Richey and Fox reported a study of several thousand high school students in Indiana on characteristics of the teacher they liked the best. Over three-quarters of the group referred to such traits as ability to explain lessons clearly fairness in grading willingness to give extra help when needed a good sense of humor ability to get along well with other teachers knowledge of subject matter a

²⁹ Frank W. Hart *Teachers and Teaching* New York Macmillan 1934 pp. 230-51

³⁰ *Ibid.* pp. 151-52

³¹ La I. A. Witty "Evaluation of Studies of the Characteristics of the Effective Teacher" *Improving Educational Research* Official Report A.E.R.A. 1948 pp. 198-204

pleasant disposition a happy disposition with a tendency to smile a lot and a pleasant speaking voice³¹

These different studies including that of the author, cover a period of over 25 years and in that time children have changed very little in their perception of what makes a good teacher different from a bad teacher. In practically all cases the eruditeness of the teacher appeared to have little or nothing to do with the reaction of the children toward him nor did the extent of his knowledge or his formal education seem to have much effect. If we believe that the basic function of the teacher is to create a learning climate an atmosphere where growth is possible and if we further accept the concept that this will be difficult if the teacher cannot establish good relations with the supposed learner, then it would seem that the success of the teacher depends more on his total personality than it does on the extent of his learning. At any rate it would not seem too unreasonable to say that if teachers do not exhibit some of the characteristics mentioned above all of their formal education will be of little avail and they will be able to do little more than go through the motions of teaching.

Another study in this same area was an attempt by the author with the aid of many teachers to determine the reactions of children and teachers toward a series of five pictures of men and five pictures of women. The pictures are described briefly below.

The men

- 1 A middle aged worried man not too well dressed
- 2 A young handsome well-dressed man wearing glasses
- 3 A bearded drunken looking older man
- 4 A happy middle aged man in shirt sleeves
- 5 An older well-dressed man

The women

- 1 A young well-dressed pretty woman
- 2 An older woman with clothes and hair in disarray
- 3 A young pretty well-dressed girl
- 4 An older woman gray haired and pleasant
- 5 An old gray and grim woman peering over her glasses

The children and the teachers in two elementary schools were asked to identify the man and the woman in the pictures who most reminded

³¹ Robert W. Richey and William H. Fox "A Study of Some Opinions of High School Students with Regard to Teachers and Teaching" *Bulletin of the School of Education* Indiana University 27 4 July 1921 p. 42

them of a man teacher and a woman teacher. The choices of the 1178 students and the 148 teachers were as follows, with the first figure referring to the students

The men No 2 56%-13%
 No 5 22%-16%
 No 1 14%-22%
 No 4 6%-48%
 No 3 2%-1%

The women No 3 41%-22%
 No 4 25%-35%
 No 2 14%-21%
 No 1 13%-22%
 No 5 7%-3%

It is interesting to note that the most negative looking man other than the extreme case (No 3) received 14 per cent of the students votes, but 22 per cent of the teachers votes. Similarly, the most negative-looking woman other than the extreme case (No 5) received 14 per cent of the votes of the children, but 21 per cent of the votes of the teachers. Thus teachers would appear to see themselves in a less kindly light than do children! It was also interesting to note that while the picture of the pretty young girl took first place with all the children and with grades 1, 2, and 3, the number one choice with grades 4, 5, and 6 was the older, pleasant, gray haired woman. It might also be noted that the worried looking man and the disheveled lady received 14 per cent of the votes.

The same pictures were used in two junior high schools with a population of 1331 students. The results were as follows

The men No 2 48%
 No 5 28%
 No 1 17%
 No 4 4%
 No 3 3%

The women No 4 38%
 No 3 29%
 No 2 17%
 No 5 9%
 No 1 7%

The results for the men were much the same as in the elementary grades, with some slight changes in the proportions. In the case of the women, however, the first choice was definitely the older, pleasant, gray haired woman, as was the case with grades 4, 5, and 6.

Every school could gain valuable and interesting information regarding the concepts of children about teachers with similar use of a series of pictures.

We can never expect to see the time when children, parents, and teachers will see teachers in the same light, but as long as there is a great gap between the teachers' concept of themselves and the picture that parents and children have of them, then we will not have the

harmonious and positive relationships that we might hope for among the three

MENTAL HEALTH CHARACTERISTICS OF THE TEACHER

There are numerous characteristics that may be noted among individuals whose mental health is superior and these are the people generally who will be best as teachers particularly more modern teachers whose basic task is one of human relations rather than the transmission of the knowledge of the culture without too much attention or care for what happens after it is transmitted. These are not characteristics that can be developed overnight but insightful teachers should be concerned with the extent to which they exhibit some or all of these characteristics.

School administrators should face up to the fact that teachers who have none or relatively few of these traits are probably sick people who are injuring the children and it is up to the administrator to correct the situation even though it may cause him some difficulties in the community. Finally teacher education institutions should be interested enough in the personality of those they are supposedly educating to try to help them develop these traits and to raise some question as to the wisdom of continuing to educate those who lack them. What are some of these characteristics of good mental health?

- 1 Physical and mental health are so closely entwined that it often is difficult to say which causes what although the medical profession tends to see the organic disturbances as being basic while many psychologists would feel that there are numerous ailments that are basically psychological and that physical disturbance is a symptom rather than a cause. In any case there will be little argument with the statement that it is difficult to maintain superior mental health if one is not physically up to par. The teacher because of his intimate and continued contact with children has a professional responsibility to see to it that he does everything he can to maintain good physical health by positive preventive measures and he should take prompt action if remedial measures are necessary.

- 2 The teacher will be involved in the discussion both in group and in individual situations of many problems some of which have answers but most of which must be answered by the individual himself. The teacher must be keenly aware of his own bias and prejudice and thus avoid forcing on children what many teachers may call truths but

what the insightful teacher will recognize as his own one-sided set of truths. Thus the teacher will be able to recognize his own personal version as being one that will not necessarily be the concept of others and in so doing he will be more likely to be acceptant and understanding of others.

None of us know completely the answers to the basic questions of living such as why we are what we are and why we do what we do. But every insightful and professional person should surely have as keen as possible an understanding of himself and his relations with others. A dogmatic attitude is questionable enough in any adult citizen but such a trait in teachers is professionally unacceptable. Each teacher should be able to look carefully through uncolored glasses at his own behavior and wonder and ponder and make changes when necessary. *Why does the noise in the classroom irritate me so much that I spend most of my time trying to keep the children quiet? Is their behavior abnormal or am I unable to accept the normal noises of the classroom? Is my classroom really noisier than others or am I just saying this to get away from myself? Have I been pushing John Smith too much lately? Why? Has he in some way touched me in some sore spot? Am I venting my feeling of insecurity which he has brought out on his innocent shoulders? Do these children of mine really have to ask my permission to do so many things or am I just showing my distrust of them and of myself? Do my disciplinary measures really do anything whatsoever about changing the behavior of children and if not why do I continue to use them? I cut Mary down to size the other day. Did I have to do this? Did it really help Mary or was it just a release for me? When John asked that question this morning I didn't give him an honest answer. Why not? What was I afraid of? I talk to children quite a bit about manners and respect for others but was I mannerly today or any day and do I really show them that I have respect for them? Or do I? When I heard that speaker say "What we have to do today is to bear down more on kids" I applauded with the others. Why? Do I really believe that bearing down is the answer to child misbehavior or was I applauding to express my own frustration and tension at being unable to do anything about the behavior of children? The other day when I thought about Susan I thought "Why the nasty little girl" although of course I didn't say it. Why did I think that? Is Susan really nasty or am I so unrealistic and unaware of the way that other people live that I must classify as nasty any sort of behavior of which I do not approve or which may be threatening to me?*

Teachers must be aware of the gap between their own verbalized

and pious expressions of morality and ethics, and the extent to which they practice what they preach. Children learn nothing positive from a person who quite clearly says one thing and does another. The teacher who lectures sternly on the necessity of politeness and manners, and then interrupts his discourse to say "Shut that window, John," without bothering with a "please" or "thank you," is doing worse than wasting his breath; he is giving the children an example of a person who speaks one way and lives another way. The teacher who talks nobly about how children must learn to respect adults, particularly teachers and parents, and within the hour says, "Well, I suppose we couldn't expect much more from the like of you, Henry," is following the same vicious pattern. The teacher cannot talk morality with children when those children know that he tries to get his speeding ticket "fixed"; that in a minor automobile accident he makes a claim for personal injury, not because he has an injury, but because he is covered by state insurance and might as well get as much out of the state as he can; that after a hurricane he puts in a claim for twice as much as his real damage because he wants to get as much as he can out of the insurance company. An honest and ethical and moral teacher or parent will stand like a rock, and he need say nothing about these traits because his living example will leave a burning imprint. As teachers, few of us can deny some imperfections, but we should at least be objective enough to see what we are, and try to make an honest effort to do something about it.

3 People who hurt and hit probably hate themselves worst of all. The pompous and bombastic person dislikes himself just about as much as the fellow who has the "humbleness" of Uriah Heep. Both are unhappy, and neither likes very much what he sees when he infrequently takes a quick glance at himself. And all of us, to be healthy, must feel that we can at least hold our heads moderately high as we walk and talk with others; most overt acts against society are committed by individuals who are basically anti-self rather than anti-society.

What we see as the self may not, of course, be the self as it is pictured by others, but the self concept of most people is heightened when they feel that they have accomplished, created, *done something*. If some teachers have low self concepts, it may be that they actually have accomplished and done little other than their day-to-day jobs of teaching with little or no effect on the children. It might be also because of their general frustration with their jobs—always having to pinch the pennies, always being expected to be the models for the community, always *having to watch what they say in the classroom lest*

they be reported as being subversive. In each case *something can be done* and the first change nearly always has to be on the side of the teacher rather than the environment.

4 The healthy person is the one who accepts the fact that today is today and this is the day he must live rather than yesterday or tomorrow. Few people approach the extremely deviate behavior in which there is complete withdrawal from reality but many adults including teachers show some tendency to yearn for an unreal world either of the past or of the future. There are those to whom the past is all important and everything is prefaced by *In the good old days* or *But when I was young*. The latter comment is particularly irritating to younger ears since few children see any particular reason why their behavior today should be the same as that of a generation ago. Actually when the old days are portrayed as the good ones the speaker is usually conveniently forgetting their less pleasant aspects and remembering only the more positive ones. When adults point out to children how they behaved when I was young they are almost certainly stretching the point and their version of angelic and highly-desirable behavior is probably slightly distorted.

Much the same are those individuals who are afraid to take any step because of what might happen in the future and it would almost seem that as a people Americans are becoming less and less willing to take a chance but instead are pursuing the myth of material security. The young man for example who questions going into a certain job because it does not provide a suitable enough pension scheme when he retires forty five years hence the couple who can't get married until each has amassed a suitable sum of money the couple who hold off having any children because things are too unsettled. For these people times will never be just right since whether a time is just right or not depends more on the individuals concerned than it does on the state of the times. For those who yearn for the normality of the good old days or of the days to come there will probably never be any normality every age has its frustrations and insecurities and fears. The atom and hydrogen bombs have no fearful effect on children but the child is affected by the fears of insecure teachers or parents who view these creations. The mentally healthy teacher then is one who basically lives today although he benefits from the lessons of the past retaining what is good and discarding what is bad and prepares for the uncertain and unknown future.

5 For most people it is indicative of good mental health that they are comfortable in the presence of many and able to work happily with others for the teacher however this is an occupational necessity.

Participation by the teacher in different activities should not, of course, be because of a sense of duty, although this is sometimes the case, but rather because the teacher is a gregarious person who likes to associate with others in work and in play. We may question the mental health of those who must work and play alone. It may be noted that in a report to the American Catholic Psychological Association in New York in the fall of 1954, it was indicated by a priest psychologist that twice as many cloistered nuns develop schizoid tendencies as do normal women.³²

There are few workers who talk shop more than teachers, and it would be well for many teachers to engage in activities in which there are few or no other teachers so that their out of school activities would be definitely out of school. It is unfortunate that in many communities community participation is expected to be tied in with what the person does occupationally. Thus the teacher, instead of teaching Sunday school as his contribution to his church might much better help with the decorating or painting or plastering, while the house wife should do the Sunday school teaching. This is also one of the negative aspects of summer sessions: teachers again meet only teachers. Very frequently from an educational, recreational, and financial point of view, the teacher, as already mentioned, would be better off to work as a waiter or a farmer all summer.

At the same time individuals should be able to feel close and intimate with at least one person. This is usually the function of a husband and wife in a satisfactory marriage relationship, and in the good home, the feeling of being able to be completely honest with husband, wife, father, mother, brother, or sister is a priceless commodity. The teacher may supply this need for the child who does not find it at home, but he cannot supply it to the child unless he can experience this intimate relationship with someone else. This may be more difficult for the unmarried teacher although for many such people a close friendship may be a more satisfying relationship than that between many husbands and wives. For too many people the psychotherapist is the first person with whom they have ever been able to express themselves freely, and since most individuals will never have the service of a psychotherapist it is essential that a close relationship be part of the living experience of all people. The lonewolf teacher is usually an unhappy person who will have an unhappy effect on children.

6 The classroom or the home in which there is much laughter is usually a healthy place to live or work, and the stable teacher or parent

³² From a report in *Newsweek* 44 12 September 20 1954 p. 84

is one who has the capacity to laugh with others or at himself, but never at the expense of others. There is, then, a negative sense of humor, which indicates disturbance rather than stability, and there is such a variety of 'jokes' that it is difficult to refer to laughter that is definitely positive, as compared with that which is negative. Generally, we might question the humor that ridicules a religion or a nationality or a color or an ethnic group, although even here the jokester or the laughter may be quite innocent. It is doubtful, for example, whether one who uses a joke based on the supposed stinginess of the Scotsman, or one who uses the supposed accent of a Jewish person, deliberately means an insult to Scotsmen or Jewish people. On the other hand, it is also true that if a person does have a deep respect for and an understanding of others, then he will refrain from comments that ridicule, even if only in fun, an individual or any group of individuals.

A somewhat similar situation arises with regard to the so called "dirty" jokes that probably comprise the bulk of the jokes of a large part of the population. The degree to which they are either humorous or crude depends almost entirely on the listener. Most people are probably familiar with the chill that descends on a group when some one comes out with a joke that is not appropriate for the group. In another group the teller of the joke might have been congratulated on his positive contribution to the hilarity of the party. The mentally healthy person, then, might be described, so far as this one trait is concerned, as one who is able to see the ridiculousness in his own behavior, and to laugh at himself without great distress, but who will not make jokes that cause uneasiness or tension for an individual or for a group.

7 The healthy person believes in something or somebody, so that regardless of what experiences he may undergo personally, this belief remains unshaken. With most Americans this faith will have some religious orientation, although with many millions this may not be so. From a purely mental hygiene point of view, the stable individual is one who has faith in his fellow men, and in their capacity to do what is right for them and what is right for society. The stable and happy person usually sees a fairly happy group of people around him, just as the skeptical and cynical individual sees himself surrounded by those who are just like him. They may be the same group of people, but they are seen through different eyes, and the teacher and the counselor who believe in their fellow men, and in their capacity to do what is good are the ones who can create a learning climate, whether it be in a classroom or an office, so that growth can take place. The cynic, the pessimist, the one who says 'I believe in nothing and trust nobody,

is an unhealthy person who does not belong in either a classroom or a counselor's office

These, then, are the traits that would probably be accepted by most clinicians as being indicative of a person who is mentally in a healthful condition and who would thus be more likely to do a positive job as a teacher and as a counselor

Most of these suggestions could be condensed into the five brief slogans that are offered by a national health organization as a way of living

First Things First

Easy Does It

Live and Let Live

One Day at a Time

But for the Grace of God

FUNCTIONS OF THE TEACHER

If we agree with the concept that the child-centered teacher is a valuable member of the personnel services team, what are the functions of these teachers as compared with the more academically oriented, content-centered instructors? Just what is this teacher supposed to do, and how does he function as a member of the team?

In recent years the literature on personnel work has been reporting not only what teachers *should* be doing in the way of personnel work but what is actually being done by many teachers in classrooms throughout the country.³³ Practically all of these reports describe various techniques, methods, and procedures that are used by teachers to help them in their daily classroom work. They all emphasize the personnel role of the classroom teacher, and point out the inescapable fact that although in present-day American culture the teacher has become a personnel worker, in too many cases he has been thrown into this situation with little in the way of education or understanding and with personality traits that may make him unfit for the task.

The modern teacher does not function in many of the time-honored ways that the teacher was supposed to function. From a psychological, from a behavioral, or from a learning point of view, much of what the traditional teacher did as a supposed part of his job must be seriously questioned. Even today there are still teachers who follow a

³³ For example, see the April 1954, 1957, and 1960 issues of the *Review of Educational Research*.

blind pattern and do things that the evidence overwhelmingly indicates are almost certain to produce negative results

One of the most time honored functions of the teacher has been to maintain discipline. Many of the advertisements that the author read when he was applying for his first teaching job carried the tag

Good disciplinarian wanted the apparent assumption being that children had to be disciplined before learning could take place. The teacher who believes that overt discipline will solve his problems may sometimes be lulled into a false sense of security by the fact that he is able by prodigious efforts to maintain order in the classroom but if his time must be spent in this way there is little likelihood that the atmosphere will be one to motivate and arouse the minds of the young.

Obviously in many classrooms there will be cut ups there will be students who may take a mile if they are given an inch there will be young ones who are simply against authority especially the authority of teachers. But these are a minority who need special attention and care and the teacher who finds that he must continually resort to force to detention to sarcasm and other weapons in order to maintain any sort of order in the classroom should begin asking himself and the class some questions. We can of course equally overdo the psychology angle saying No or Don't do that or the odd paddling of a bottom is not going to hurt anybody's id or ego. It is probably also true that the teacher who shows the class that he too is human and at times even gets mad is not going to hurt his relations with the class and may even improve them.

Another unhappy situation is in the classroom to which the new teacher has come in the fall breathing democracy love and brotherhood (although the fact that he so blatantly exudes these may raise some question as to how real they are). In any case he announces to the class that from now on they will have democracy in the classroom and the children will be allowed to run things for themselves. The odds are that within a very short time there will be chaos in the classroom and the teacher may end up cynical and disappointed and say in later years 'Well I tried it and it just didn't work. You can't trust kids for anything. The teacher who believes that it is not his function to discipline the class does not announce this to the class but rather lets them come to understand it by what he practices in the classroom — and what he does particularly at the beginning is geared to reality.

Thus if there is chaos and disorder in the classroom the answer does not lie in severe disciplinary measures that ignore completely any sort of scientifically sound approach. The teacher faced with such a

situation should immediately take a careful look at the three most logical sources of trouble—the children, the curriculum, and the teacher and his teaching procedures. The children should come first, and the teacher who at the end of several weeks of school still knows little or nothing about the members of his class is simply not performing his job. He should have a folder on each child, and in each folder there should be information about the child's general background, home situation, assets and liabilities, intelligence, likes and dislikes, and the extent to which he is accepted by his fellows. With this information the teacher may be able to note several students who, in causing a disturbance, are acting in a completely logical manner, and being quite consistent in their own minds with their version of what they should do. These students may be in need of guidance or counseling and it may be that in some cases referral will be necessary, if any referral is possible. The actual treatment of each student will be an individual matter.

Next the teacher should look at his curriculum and this is more likely to be a source of discord in the secondary than in the elementary school. In fact, as the child advances up the grades, it is likely that he will find increasingly that he must study things of no interest to him and for which he has little capacity and certainly no motivation. Must each child take what he is taking and is his behavior simply a natural rebellion against a curriculum that ignores the learner completely and assumes that the adult knows best what is good for the student and what he should take? In many secondary schools much remains to be done about the curriculum, which remains a throwback from the days when the purpose of high school was to prepare the intellectually and financially elite for college. The individual teacher may be able to do little about the curriculum but a group of aroused teachers can do a good deal, and it is a sad commentary on some teachers that they continue to teach a non-functional and useless subject for which neither they nor the students can see any use. Even the individual teacher, however, can do something and one practical step is to take time out and talk to the students about it.

This is the general course of studies that we must cover, what can we do to make it more interesting? What are some of the things that *you* would like to do in connection with these studies? Even a poor curriculum will be much less likely to be a source of friction when the students feel that they have something to do with the method of study. With some students the teacher may simply have to ignore the course that he is supposed to be teaching.

Teachers are now finding and this is bound to become more marked,

that in a given class of grade 9 pupils not all of the children have achieved a certain stage of proficiency and skill and understanding. The fact is that the teacher may have in a grade 9 class several students who are weak in such a skill as reading others who know little about the mysteries of numbers and who are intellectually unable to cope with an abstract subject such as algebra. If the curriculum says such a child *must* take algebra there is little point in the teacher wearing out both himself and the student by trying to squeeze the subject somehow into the head of a child who simply does not have the necessary background or the required intellectual capacity.

There is no doubt that this will become an increasing problem as the everybody has to go to school and be promoted philosophy gains ground and as an increasing proportion of the children who start in grade 1 are in grade 11 ten years later. What is offered at the high school level must undergo drastic revision. Practically every student regardless of his mental capacity can get something out of the social sciences and the humanities and literature. Practically all can appreciate and understand history to some extent at least regardless of how well they have done in the past when they work with a skilled history teacher. But this is not the case in an area such as mathematics and to understand a second course in mathematics the student must have mastered the first course. If he has not then the experience in the second year will be one of frustration and irritation for both teacher and student and yet in many schools teachers still try to teach something to students to whom it is just not teachable. Too many of our school failures are being branded as failures simply because they can't do what they could never possibly do under any circumstances.

And finally if the teacher finds that he has disciplinary troubles he should look at himself and at what he does since there is seldom a disciplinary incident in a classroom without the teacher being involved in it in some way. Many disciplinary incidents would be avoided if the teacher counted to even two before saying or doing anything. The author can remember brusquely asking a high school girl when she came in a few minutes late. Why are you late? He received an insolent reply that called for further action but this could have been avoided if he had waited until the girl had been seated and then asked her quietly why she was late.

Then there is the teacher who says You say that again and you'll get it or the like so the student says it again and there is trouble. Still another teacher says If the person who threw that chalk does not stand up and admit it you will all be kept after class until he does.

No one says anything so the rebellious class is kept in, but the teacher eventually has to let them out since he can't stay all night. The culprit is still unknown but by now he has everyone on his side since the group was punished for the minor sin of one. There was also the principal who was observed by the author running out of his office onto the playground to stop a fight involving five boys. He rushed headlong into the fray and was promptly knocked flat by one of the flailing fists. What had been a not too serious skirmish that could have been settled with the aid of other boys now became a more serious matter because the boys had struck the principal."

In all these cases the teacher asked for trouble then complained bitterly about the children because he got what he asked for.

Probably every experienced teacher can remember similar incidents where a minor affair became a disciplinary matter because the teacher insisted on interfering or putting his foot so far into the situation that he couldn't get it out. Even this sort of situation can be salvaged, however, by the more experienced and more secure teacher who recognizes what he is doing and admits to the class that he was partly to blame for what happened. The author, in the first case, could have said something to this effect: "Well, as a matter of fact I probably shouldn't have asked you in front of the group—anyway, you let me know sometime before the end of the day." The secure teacher would not be disturbed about losing "prestige," but would be concerned with the girl's insolence as a symptom of some disturbance rather than as a challenge to his authority. If a child sullenly says, "Ah, you and all the other teachers are all alike," the teacher might calmly reply, "You mean, John, that you think that I'm pretty mean and the rest of the teachers are the same way. Again the teacher should be thinking of this form of behavior as a symptom of some tension or disturbance, and would be thinking of himself as a counselor who will try to determine what is behind the behavior."

In the classroom where there is respect and understanding, the teacher need not worry about his prestige. Students soon distinguish between the strong and the weak teacher, and the strong teacher is rarely measured by the severity of his disciplinary measures. In many years of teaching practically every grade in different situations, the author, once he got over his beginning insecurity in teaching, never found his rapport with a group of students threatened because he was understanding and acceptant. In fact there was probably a high correlation between the extent of his own insecurity and the severity of his disciplinary measures.

The child-centered teacher then, does not see himself as a discipli-

narian. It may be that other members of his society such as policemen must function as disciplinarians but this is not his role in society. As a personnel worker he does his utmost to see that the children whether they be young or old become capable of disciplining themselves and governing their own behavior. With some classes and with some individuals this is a difficult task, often time- and energy- and patience-consuming but *it can be done*. If a teacher does not believe that it can be done then surely he is admitting that democracy is merely an impossible dream since the maintenance of a democratic society does not depend on the size of the police force but on the maturity of its citizens who have become responsible individuals largely because of their experiences in the home and in the school.

Another common function of the traditional teacher was that of the judge and the adviser. Even today a large number of teachers will advise on the drop of a hat on practically anything from an intellectual question such as "What is 9 times 8?" to an emotional, personal and intimate question such as "Should I go to the prom with Joe?" The teacher should differentiate sharply between an intellectual, fact-finding question in which the questioner is not personally involved and the emotionalized and personal question to which so often there is no one right answer. Even if there is it must be the answer of the one who asks the question rather than the one to whom the question is asked. Professionally and ethically the teacher should question the actions of the judge-adviser who apparently feels qualified to make decisions on all matters. In so many cases the judgment of the teacher is based on hearsay and questionable evidence and even if one's judgment were accurate we might ask why the teacher should feel that it is his function to judge the merits or demerits of children and their behavior. Each teacher has his own system of values but this does not mean that he should feel that these are best for everyone and that it is his duty and his responsibility to force these concepts onto others. Our standards and values will not be accepted if we are not accepted and it is most unlikely that the teacher who is unacceptant of those who differ will be accepted by them. All teachers must evaluate and measure but it can be kept to a minimum.

Moralizing and the uttering of painful expressions because of a student's behavior—the "I've done so much for you and look what you do now" sort of thing—are also happily missing among teachers of the modern day. However some teachers have a regrettable tendency to come forth with comments such as "But in due time your sins will catch up with you"—which quite frequently at least from

any utilitarian measure, is simply not true. When children observe individuals of dubious morality displaying much wealth, while those who seem more ethical struggle for existence, they may wonder about the veracity of such a statement. Moralistic statements are nearly always water over the dam, and they have no effect whatsoever on children other than making them even more immune to comments from teachers and parents. Such comments may, of course, make the teacher feel better in that he has done his duty and spoken up, but if the teacher is really interested in behavioral change and greater insight, then he knows that these words, like so many others, are simply wasted effort. We can hope that all teachers are concerned with morality, at least their own concept of morality, but there is no evidence to indicate that moralizing does anything at all to make one more moral. In fact, any adult who moralizes a good deal is almost certainly doing so for his own security rather than for the welfare of anyone else.

The "This hurts me . . ." sort of teacher is a rather sad and pathetic person, since he is so obviously immersed in himself, and often so overcome with self-pity that he is quite ineffective as a counselor and as a teacher. The person who is always emphasizing how much he does for his children, whether he be teacher or parent, is indicating his own dissatisfaction with himself, and his uncertainty as to just what he is doing. It is a sad situation when a supposedly mature parent or teacher must say to a young child, "How can you expect me to love you if you do this . . ." and so on. The love of the parent and the teacher should not be qualified and dependent on certain modes of behavior. The child should be able to feel that he has this love always, regardless of what he does, and his behavior is then much more likely to be the sort that reflects this love and assurance. A teacher shows his own insecurity and weakness when he displays to children his personal hurt at their behavior and tries to shame them into more acceptable behavior. It may sometimes work, of course, since occasionally children will feel so sorry for the teacher that they will do what he wants just to make him happy. This, however, has no effect on their behavior, other than giving them the feeling that the teacher is a poor fellow who has to be helped, otherwise goodness knows what might happen.

The author can remember an amusing incident, in his earlier years of teaching, that combined both the elements of moralizing and the "How could you do this thing to me?" He was still green in the business of teaching, when one day after school a young grade 5 student came rushing into his room and the following conversation ensued:

S Mr A, there s a-a-hum-ah

T Yes Harry, what is it?

S Well eh there s something written on the toilet wall

T Well what is written on the toilet wall?

S Well ah-uhmm-eh-it has your name there too Mr A

T (Very stern) Oh it has eh-and what does it say?

S Well ah-uhmm

T Well tell me Harry what does it say?

S Well uh it s something awful-about you

T It is eh-let s go down and see

Teacher and student then went down to the basement to the offending wall, and sure enough, there was the teacher's name with two awful words written after it words that definitely showed that the teacher's name was being taken in vain. The teacher had never had this happen to him before, but he was quite aware of the meaning of the words. In any case, the next day the teacher spoke to the class and made an impassioned speech to the group indicating that it was dreadful that someone should write such a thing, after all the teacher had done for the group but that he would never rub the offending words from the wall. If the culprits were not manly enough, and were not so ashamed of themselves that they would remove them, they could stay there till doomsday. That night, some time after the last student had departed, the teacher visited the basement again, and discovered to his great satisfaction that the words had been rubbed off. For some time he felt quite pleased with this method of approach, and was sure that the person who had done this thing had felt extremely ashamed and had humbly removed the words from the wall. It was not until he was more experienced in teaching that he began to wonder about the accuracy of this decision. His final conclusion was that what most likely happened was that some children, probably including the culprit got together, and said, in effect, Look, the poor guy's not such a bad fellow, and he s so upset about this that if we don t rub it off goodness knows what will happen. So let s rub it off to make him happy.

The teacher, then is still it is true, a teacher but he should feel that his success as a teacher is not affected so much by his understanding of a series of methods and techniques of teaching or by the extremely erudite state of mind which enables him to amass great knowledge, facts and figures, as it is by his understanding of behavior, of personality, and of the learning process, as well as an understanding

of the role that he plays in the teacher pupil relationship. A large segment of his education must be directed toward these areas if he is to be the professional teacher rather than a dispenser of knowledge. His role is basically preventive and developmental rather than curative. Although each year that the child grows older, the importance of the curative will increase even though the others remain important. It is obvious that prevention will not be as difficult a task with a six year-old as it will with a sixteen year old although prevention must be paramount always since our behavior continually changes and good preventive measures during the earlier years cannot be taken as a guarantee that none will be needed later on. It is true however that much of the disturbance of later years can be prevented by attention in earlier years. Preparation for boy girl problems should not be delayed until adolescence just because there are few boy girl problems at an earlier age and the child should be given enough understanding and insight so that when this issue does become personalized he will be to some extent prepared for it. It is a bit late to give biological facts about sex and reproduction to a teen ager who is greatly disturbed over sex and there is sometimes the unfortunate assumption that showing a film on such matters will clarify everything. By the time the child is a teen ager his sexual problems are no longer intellectual problems to be solved with facts and figures but rather emotionalized tensions that need deeper attention. It is interesting to note in this regard that some of the recent excellent films and slides dealing with sexual problems seem to cause more disturbance among teachers and parents than they do among younger children who accept them very much as they accept other information.

The teacher is not a counselor or psychotherapist either from the point of view of his education or his knowledge and his functions are such that it is doubtful if he can become involved in a real counseling relationship with a child. He can however be an understanding and acceptant individual and the relationship between himself and his children can be warm and positive and result in psychological growth for many of the children. The teacher does not refer any child who wishes to talk with him about a personal problem but he is sharply aware of the conflicts between his role as a teacher and his possible role as a counselor with the child. Some teachers will refer a child to a counselor not because of their feeling of personal inadequacy but rather because of their awareness of the possibility of a clash of function if they should develop a counseling relationship with the child.

Nor is the teacher a skilled diagnostician but he should know

enough about deviate behavior to be able to distinguish between the normal and the abnormal from a clinical point of view. There are very few teachers who in the course of a year do not come in contact with some children who are seriously disturbed and in need of immediate attention but there are an astounding number of such children who are allowed to go on their way unnoticed until eventually some make the headlines because of their overt behavior some quietly withdraw until they become inmates of an institution and others continue to live with their fellows — unhappy bitter and frustrated.

The teacher is not a full time psychometrist and cannot be expected to be as capable as a psychometrist in the administration and the interpretation of inventories and measures of behavior interests aptitudes and capacities. He should however have an understanding of the basic measures of human behavior he should be able to administer and to interpret some tests and he should keep up to date with what is going on in the world of measurement.

The teacher cannot be expected to be a vocational expert and have available all of the information on job opportunities and job requirements that may be necessary if one is to do an effective job of vocational counseling but he should at least be occupationally realistic so that he can give some basic information and some general help to children when vocational problems do come up. As has been indicated in an earlier chapter the elementary teacher cannot consider himself immune from vocational problems because his children are too young to go to work.

And finally the teacher may not be a group therapist but he should be familiar with a group he should know the psychology of group behavior and he should be aware of some of the evidence as to what happens when certain procedures are used with groups. One of the most astonishing aspects of teacher education is that although the teacher is continually working with groups he may go through an entire educational program in which no attention whatsoever is paid to the group.

In conclusion then it might be suggested that the following items be considered as the main functions of the personnel minded and child centered teacher.

- 1 To provide in the classroom a climate and an atmosphere such that learning can take place since in the long run the criterion of the teacher's success is the learning that takes place rather than the teaching that occurs. Although real learning in the way of a change of behavior rather than a retention of meaningless materials is not always measured when teaching success is being evaluated never

theless the basic function of the teacher is still to do whatever must be done so that children may learn, rather than to "teach madly." Comments overheard in the classroom often indicate that this principle is not being followed. When a teacher, for example, says, "No more of that talk and sit down and learn your lesson," he may be able to enforce the first two demands, but it is unlikely that much will happen in the way of learning. When we create situations of tension, fearfulness, and hostility in classrooms, then the most erudite and learned teacher in the country will be able to do little. He must concentrate on the individuals whom he is teaching, and to a great extent forget about his "teaching" per se. If children want to learn, if they have the will and the capacity to learn, if their feeling is "I must get this," then the teacher need not be concerned about his methods and techniques; learning will take place.

2 To provide a psychological atmosphere conducive to mental health. This means that the teacher will continually question himself and his curriculum as a possible influence on child adjustment. A healthful classroom atmosphere cannot be provided by an unhealthy teacher, even though he may possess a Ph.D.! While superintendents and principals are obviously placed in a difficult position when the question of what to do with a neurotic teacher arises, it would seem that they are sometimes too lax, and allow a teacher to continue in a classroom because it is the easiest way out. Teachers, too, may sometimes rise to the defense of a fellow teacher because of loyalty, even though they know that the teacher is creating tension and disturbances among the children because of his neurotic patterns. This is surely a misplaced loyalty, and it is no more acceptable than the actions of some coal miners who talk about going on strike because the boss has fired two of their fellows who have never done a good day's work in their lives; or the actions of some doctors who ignore the fee-splitting of their fellows; or the actions of lawyers who try to explain why some of their colleagues help clients receive unjust claims. When it has been shown that a teacher does cause tension and fearfulness in the classroom, then the principal or superintendent should question his right to be there, just as they would question it if he had a common communicable disease. The unhealthy mind is, after all, communicable.

The curriculum itself may sometimes be the cause of an unhealthy atmosphere in the classroom, particularly in the high school. The inability to grasp the skills that are to be learned may be the cause of trouble in the elementary grades, but there are few children who

feel that they are wasting their time or that there is absolutely no sense in learning how to read and how to write. On the other hand there are tens of thousands of children who go to secondary school only because they must who learn little or nothing that is positive in the academic work of the classroom and for them the curriculum is a meaningless and frustrating block that they cannot hurdle. Children who are intellectually incapable of understanding algebra are still expected to do algebra by many parents and some teachers; a boy whose parents are concerned with earning enough money to eat is still expected to be enthusiastic about the dry dust of history that is thrown to him; an adolescent girl for whom the world consists solely of boys, boys and boys is supposed to be interested in what Thackeray meant when he wrote a paragraph that runs for one and one-half pages! This is curricular unrealism and it cannot be answered by saying that literature and history and the rest are good for children and therefore should be studied. They will be good only to the extent that the child feels that they are good and little will happen until we help the child to change his self concept so that the understanding of such things becomes desirable. If he is intellectually incapable of abstract study then of course we only bludgeon his head by insisting on the impossible since intelligence is still a factor in learning and while you can learn it if you really want to is powerful medicine it is not all powerful. Middle-class parents are probably the worst offenders in this matter and teachers often find it difficult to answer the parents' question: Why doesn't Willie do better work? with the correct answer: He isn't capable of better work."

3 To help the child adjust to a changing, challenging and too frequently a hostile and threatening environment so that he will not be overcome by it. Teachers can have some effect on changing the home environment of a child but more often than not little can be done and it may be questionable whether the teacher—or anyone else—should be concerned with doing something about the home. The more logical approach it would seem is to help the child become more flexible so that he can move and grow in what may be a relatively unchanging environment—although one's environment will always be to some extent a reflection of the individual. It is doubtful whether teachers can change the attitudes and patterns of behavior of parents who have been formulating these attitudes for the past 10 or 50 years. In many cases too we have no right ethically or professionally to tell the parent to correct a mode of behavior since more often than not our version of a correct form of behavior may

also be questioned. The parents who are most likely to listen to suggestions and become more considerate toward their children are the ones who are probably quite considerate anyway. The more negative the relationship between a parent and a child the more difficult it will be to change the behavior of that parent. There is nothing wrong with most of the words of the speakers at PTA meetings but the parents who most need to listen to the words are the ones who do not attend these meetings and who even if they did would be little affected. A lecture may have some effect on the behavior of a rational and stable individual but there will be little change in the behavior of a disturbed person.

In order for the teacher to be able to help children his professional training must include the study of human behavior, deviations from normal behavior, the causes of deviations and what one can do to help effect a more acceptable pattern of behavior. This is in a way the curative role of the teacher and for this he must have some of the understandings and the skills of the professional counselor.

4 To provide for the child an example of healthy ethical and moral behavior. This provision will do much to establish in the classroom regardless of the grade a feeling of trust and respect, respect for the rights of each other, respect for the integrity of each other and respect for the differences of each other.

5 To provide for the child an accurate, objective and truthful picture of the knowledge and the understanding of mankind and to help the child to use this knowledge for his own good and for the betterment of mankind.

BOOKS TO READ

- ARBUCKLE Dugald S. *Teacher Counseling*. Cambridge: Addison Wesley Publishing Company Inc. 1950.
- BARR John A. *The Elementary Teacher and Guidance*. New York: Holt Rinehart and Winston. 1958.
- BUSH Robert. *The Teacher-Pupil Relationship*. Englewood Cliffs: Prentice-Hall Inc. 1954.
- CANTOR Nathan el. *The Teaching Learning Process*. New York: Dryden Press. 1953.
- DEVEREUX George. *Therapeutic Education*. New York: Harper & Brothers. 1956.
- GORDON Ira J. *The Teacher as a Guidance Worker*. New York: Harper & Brothers. 1956.

- JOHNSTON, Edgar G., Mildred Peters, and William Israel. *The Role of the Teacher in Guidance*. Englewood Cliffs: Prentice Hall Inc. 1949.
- KOWITZ, Gerald T. and Norma G. Kowitz. *Guidance in the Elementary Classroom*. New York: McGraw Hill 1959.
- REDL, Fritz and William W. Wattenberg. *Mental Hygiene in Teaching*. New York: Harcourt Brace & Co. 1951.

part three

THE PUPIL
PERSONNEL SERVICES

five

THE COUNSELING SERVICE

The counseling service has generally been accepted as the basic personnel service but what is considered as counseling today is a far cry from the relatively simple and unquestioned concepts of yesteryear. A good deal of the confusion that first engulfs the student counselor comes when he begins to feel as he listens to instructors and reads the literature that not only is there disagreement as to the rights and wrongs of counseling but there even appears to be disagreement on the question of just what counseling might be. By the time he has changed his mind several times each time upon being convinced by a book or an instructor that this is now the right thing and the others are all wrong he begins to wonder if he will ever get to the stage where he will find the real right thing. He will eventually if he is a good student and a stable student. He will also find that while there is more agreement among experienced counselors than he had realized the answer that is right for him may not be the answer for one of his fellow students. If he is a mature student he will also pass the point where he excuses his own deficiencies in the name of methodology. Probably the major means of rationalization of the student of counseling is to say "Well I know that I didn't do that but then I am not a _____ counselor naming some kind of counselor. As the student of counseling becomes more involved in the counseling process he may gradually begin to see that much of what might be described as nondirective is common to all good counseling whether it is per-

formed by a Freudian psychiatrist or by a classroom teacher. He may also find that some of the procedures he has used under the name of methodology are unacceptable under any name if he is to be considered a good counselor. What is this service then that in the last decade has become the core of personnel work and the concern of many professional workers—teachers, clergymen, social workers and even businessmen?

THE WHAT AND WHY OF THE COUNSELING PROCESS

We do not have to go back through too many years in the literature to find that the word "counseling" becomes increasingly rare. It is interesting to note that in the relatively few books written in the area of guidance in the late 20s and early 30s there was little or no reference to the term "counseling." In a book on the guidance of college women written some thirty-five years ago the only reference to counseling is as follows:

Methods Used in Counseling

- 1 Vocational counselors appointed
- 2 Student vocational committees
- 3 Faculty vocational committees
- 4 Director of the Appointment Bureau giving vocational advice¹

In two books written on vocational self-guidance and vocational adjustment published about a quarter of a century ago it is interesting to note that there is no reference in the index to either counseling or interviewing!²

In 1933 Brewer was describing counseling more in the language of counselors today when he said:

Counseling is a talking over a conference, a friendly discussion upon as equal terms as may be, with no attempt to impose a decision and with every effort to stimulate the thought of the student to find or generate such technical knowledge and wisdom as will lead him to a right decision.³

¹ Mabelle B. Blake, *Guidance for College Women*, New York: Appleton-Century-Crofts, 1926, pp. 19, 96.

² See Douglas Fryer, *Vocational Self-Guidance*, Philadelphia: Lippincott, 1925; and Harry D. Kitson, *The Psychology of Vocational Adjustment*, Philadelphia: Lippincott, 1925.

³ John M. Brewer, *Education as Guidance*, New York: Macmillan, 1933, p. 99.

He continues however, in a vein that would be less acceptable today

He (the client) goes for the solving of universal problems, wholly natural and normal based merely on the fact that life presents to him a diversity of opportunities. The work of the counselor is not adjustment. Doubtless this service is frequently necessary but lies outside the field of guidance.⁴

The earlier confusion over the concept of counseling is still with us, but we have moved in the past two decades to a point where the issues and the conflicts have become more clearly defined. It is questionable, however, whether one can accurately describe himself as a directive counselor, a non directive counselor, a client centered counselor, a diagnostic counselor, an analytic counselor, and so on. As far as this book is concerned, we would tend to think of the two extreme ends of the counseling continuum as being *counselor-centered* as opposed to *Client centered*, with no one counselor being either completely counselor centered or completely Client centered. The basic question would be: Where do you stand on the line? How close are you to being really Client centered, or are you actually much closer to being counselor centered? At the Client centered end of the continuum we may note such items as warmth, permissiveness, reflection of feeling, concentration on the client's frame of reference, emphasis on the counselor client relationship, concern with the philosophical connotations of counseling, consistency of procedure, client direction, and client decision. At the counselor centered end of the continuum we may note such items as interpretation, diagnosis, analysis, questioning, concern with techniques and methodology, a tendency toward eclecticism—the use of varied procedures depending on the needs of the client—counselor direction and counselor decision. Considered as unacceptable to any good counselor would be such items as probing, moralizing, condemnation, judgment, and evaluation. The wise counselor, rather than immediately thinking of himself as a so-and-so counselor, will try to see just where he stands on this counseling continuum. This will give some indication of the 'kind' of a counselor that he is. He must consider carefully his own capacities and his liabilities and his version of his function as a counselor. The way one defines counseling and the way one actually functions as a counselor are not necessarily the same thing although ideally one may say that they should be. The student in the field of counseling may go through three stages at the beginning simply memorizing a definition of an unknown word,

⁴ *Ibid* p 100

and attempting in class situations to give the instructor what he thinks the instructor wants although sometimes the instructor may not necessarily want any particular answer. He may then proceed to acquire his own definition of counseling which is however only what he *thinks* he would do as a counselor and finally, when he becomes involved in the counseling process the way he actually functions as a counselor is the best illustration of his concept of counseling. In reading different definitions of counseling then we must note that the authors of two apparently conflicting definitions may be actually much closer together in counseling practice than are two other counselors whose definitions are practically identical. The question at the moment, however, is not so much how different people counsel, but rather how different people envisage the counseling process.

Some definitions appear to be more of the counselor centered variety in that they usually define counseling in terms of what the counselor can or will do with or for or to the client. For example

Counseling is essentially a process in which the counselor assists the counsellee to make interpretations of facts relating to a choice plan or adjustment which he needs to make.⁵

Counseling has been defined as a face to face situation in which by reason of training skill or confidence vested in him by the other one person helps the second person to face perceive clarify solve and resolve adjustment problems.⁶

a progressively unfolding *expert client* basis for the purpose of elucidating *characteristic patterns of living* of the subject person the patient or client.⁷

a process by which help is given. Here the client and the counselor interact and the function of the interaction is to help the client change his behavior so that he may obtain a satisfactory resolution of his needs.⁸

Other definitions would appear to center more on the client, or they stress the relationship between the client and the counselor. In them the primary aspect of counseling is the relationship between two individuals, rather than the idea of one of them doing something for or to someone else. For example

⁵ Glenn F. Smith *Counseling in the Secondary School* New York: Macmillan 1953 p. 156.

⁶ E. G. Williamson and J. D. Foley *Counseling and Discipline* New York: McGraw Hill 1949 p. 192.

⁷ Harry S. Sullivan *The Psychiatric Interview* New York: Norton 1954 p. 4.

⁸ Harold B. Iepinsky and Paul ne N. Pepinsky *Counseling Theory and Practice* New York: Ronald 1954 p. 3.

An emotional change (process) in an interpersonal relationship which accelerates the growth of one or both participants⁹

The process by which the structure of the self is relaxed in the safety of the relationship with the therapist and previously denied experiences are perceived and then integrated into an altered self¹⁰

a warm permissive safe understanding but limited social relationship within which therapists and patients discuss the affective behavior of the latter¹¹

In still other definitions the domination of the counselor over the client could vary greatly. For example

an encounter between two individuals through which one of them is enabled to recognize, accept, and cope with reality as it pertains to his own situation¹²

a learning-oriented process carried on in a simple one-to-one social environment in which a counselor seeks to assist the client by methods appropriate to the latter's needs¹³

the process of the client's reorganizing of the meaning of events in his life and in the process of the client's learning new attitudes, new ways of feeling toward himself and his environment.¹⁴

The counselor, then, must formulate some functional definition of counseling for his own satisfaction. There would seem to be general agreement among all counselors that with regard to descriptions of counseling

/ a It may be in some respects a *process*, but it is also a *relationship* between two people—the counselor and the client

/ b It is a relationship that is established because the client feels a need, not because the counselor feels that the client has a need

c It is a relationship characterized by the warmth, the permis-

renew the acceptance and the understanding of the counselor so that the client feels that he is in a truly free atmosphere

d It is a relationship in which the counselor believes that he is involved with a fellow human whom he respects as an equal and with whom he will work so that this person may come to a greater understanding and thus a greater acceptance of himself

e It is a process that is concerned with difficulties of an emotional an attitudinal and a feeling nature Thus the procedures and techniques that may be acceptable and profitable to one who is more rational and under less emotional stress are of little value

f The difficulties or tensions must be such that improvement depends on a personal reorganization rather than a change of the environment

If the counselor is to be scientifically critical of his own counseling, then he must obviously have clearly established in his own mind just what he is doing when he is counseling The author would offer his own definition of counseling as an interaction between two people that enables the disturbed* individual to come to the point where he can make choices and decisions that are rational and logical it is an interaction that is basically verbal and is emotional in nature, it is an interaction that enables the individual to accept and to use information and advice, and to accept an unchangeable environment without being overcome by it The complexity of the emotional disturbance requiring counseling must be such that it can be modified only by the experiencing and the feeling on the part of the client, and this results from the interaction between the counselor and the client

Thus, then, in a broad sense is what counseling is, but when one begins to look for specifics to describe these broad and varied definitions it soon becomes apparent that it is easier to talk specifically about what counseling is *not*, rather than about what it is The list of "nots" is many and varied and it is probably correct to say that the most difficult problem for the student counselor is to unlearn much of what he has learned This is particularly so with the teacher since much of what one has learned as a teacher will render him ineffective as a counselor It may even be that the longer one has taught, the less

* Again some of the author's colleagues are sensitive about his use of the word "disturbed" As with the term "problem" the author would see "disturbed" as a fairly reasonable state that the "normal" individual may periodically find himself in He may be concerned worried frustrated angry fearful—or disturbed The author does not see the counselor as an individual who spends his time with people who have never a care or a problem in the world A developmental task may be a common experience but it is still a task and perfectly fine ordinary normal children periodically are disturbed

likely it is that he will be effective as a counselor. In any case, we might list as some of the major areas where unlearning may have to take place:

1 The solution of the problems of the client by the counselor can not be considered a counseling objective. Most individuals become clients because they have not learned to solve their own problems; while assistance in the solution of a problem may afford temporary relief, it does not help the individual to do something about changing the causes of his problems. Thus the assistance that might be given to an individual toward learning how to solve his own problems would seem to be a more valid objective than the actual solution of a specific problem. In most cases, of course, the personal problems of a human being cannot be solved by another person, even if the latter were aware of the real problem. Since the client himself is quite frequently unaware of the basic problem, it would be unlikely that the counselor would have this awareness, although this in itself would not usually mean too much. It would be unlikely that any professional counselor would feel that he could solve for the client problems which might be expressed by such statements as, "I feel so lonely and worthless, I don't know what to do, and you've just got to tell me what to do to get rid of this awful feeling . . .," or, "I just hate him . . . I hate his guts, and I know I shouldn't feel this way because he is my father; but I do, and I don't know what to do about it . . .," or, "Sure it's time that I burst loose — I'm sick and tired of being tied down by my wife, but I need your advice on just what I can do about it . . .," or, "I shouldn't have to compete and excel and be better than my husband, but it seems that I just have to, and I wonder why . . .," or, "My sister's whining and crying is driving me crazy, and I can't see how I can stay in that house until I graduate, but what can I do . . .?"

These are a few statements made over the space of a short time to one counselor by several of his clients. They are not unusual, certainly, but would any reader of these words feel that he could solve even the immediate problems of these clients, as they have expressed them?

2 Making the client happy and satisfied is another unacceptable goal as far as counseling is concerned. Although counseling may bring to the client a greater degree of happiness and satisfaction, this is a by-product, rather than a primary objective. Indeed, as a result of counseling the client may become less smug, less self-centered, and more concerned with the world around him. He may be helped to move toward a stage of security such that he does not have to be happy all the time to feel that all is well. He may become secure and solid

enough so that he can accept a certain degree of unhappiness and sorrow and despair as a normal part of one's living rather than something to be avoided at all costs. It might even be safe to say that the one who pursues happiness—his own happiness—that is as a major objective of his life—is not revealing a high degree of security and stability.

3 Making society happy and satisfied with the client is an even more unacceptable goal. Indeed it could hardly be called an objective of either counseling or mental health although it is true that increasingly in our culture adjustment seems to be measured by the extent to which an individual gets along with the group, is acceptable to the group, and is eventually absorbed by the group. While adjustment may have to be related to the culture since the individual does not live alone, it might be that real security is something which is a good deal deeper, more internalized, and thus independent of the whims and the likes or dislikes of the passing crowd. The secure individual will not be independent just to be independent. He will not stand up alone just because standing up alone gives him a special thrill and a feeling of independence. If it must be, however, that in order to be true to himself he must stand up and be counted, he will do so, and in such a case, whether he stands alone or has the entire group with him, will be of little consequence.

A goal of counseling might be to help the individual attain a stage of development at which he could look honestly at himself and eventually a point where there would be some element of satisfaction in what he sees. He might indeed be able to say to himself deeply and with meaning, "I can certainly be a lot better than I am, but all in all I am not too bad. I can afford to hold my head high even though others may think I am nothing." This is the sort of person who will be less dependent on the group. He will draw his strengths from his inner self. This is the man who may make society very unhappy with him. This is no organization man, and he may utter truths which others would rather ignore. He will accept the fact that he has to live within the mores of his society, but he will not feel that his very life depends on the adulation and approval of that society. The goals of counseling, at least as this author sees them, do not include the concept that the counselor must somehow help the client to become a passive, acceptant, agreeable fellow who resembles a vegetable much more than an independent human being.

4 Another common but unacceptable idea is that an objective of counseling should be to persuade the client to change certain decisions and choices in favor of those which are right. The professional

counselor approaches the client, not with a bag of answers, but rather with an open and understanding mind which respects the integrity of his client to the extent of believing that he has the right to make his own decisions and choices, and whether or not these would be the decisions and choices of the counselor is of no importance. The professional counselor cannot have preconceived notions and ideas regarding choices and decisions to be made by the client. Many teachers, for example, find it extremely difficult to accept the idea that a student has the right to say nasty things about a faculty member to a counselor, if the student feels secure enough or harried enough, to make such a statement. The preconceived notion here is that all children are supposed to be respectful toward adults, no matter how miserable these adults may be, just as all nurses are supposed to respect all medical doctors, all students to respect all teachers all privates all officers, and so on. But respect is obviously a feeling that one person develops toward another person because of his feelings toward that person, and people cannot be told to feel a certain way. Thus the counselor does not plan and decide for the client, since he honestly does not know what is best for him. His function is to help the client to decide what is best for *him*, not for the counselor, or society, or anyone else, although there will very often be a close relationship among all of these.

COUNSELING METHODOLOGIES

When one says, in reply to a question, 'I am a Christian,' it is likely that he will have to answer the second question, 'What kind of a Christian are you?' It is also likely that the individual who says that he is a counselor will have to answer the question, 'What kind of a counselor are you?' There are some counselors, it is true, who feel that there are really only two kinds—good and bad—and they are usually the former. Most counselors would agree that much poor and ineffective counseling is excused under the guise of methodology, so that when one says 'Well I must do that, of course, because I am diagnostically oriented' or 'Well, I can't do that, of course, because I am a Client centered counselor,' there is a good chance that they are simply poor counselors and are neither *diagnostic* nor *Client centered*. On the other hand, while it would appear that there are many things that might be indicative of poor or good counseling under any name, there are also professional areas of difference and disagreement, and these cannot be measured by the criterion of good or bad.

Studies¹⁵ tend to show that therapists who are differentiated in terms of "school" or "orientation" or "method" do show certain basic differences, although they also display common elements in their relationship with their clients (the ability to understand the client's feelings and attitudes, sensitivity to the client's attitudes a warm interest without an emotional overinvolvement) and their clients tend to have certain similar feelings as to why changes may have taken place (the trust they felt in the therapist the fact they felt they were understood by the therapist, the fact they felt they were independent in making their own choices) Certainly, as the student counselor pursues the much broader question of "Who am I," he will be interested in the question of counseling methodology and where he stands as a counselor. If he is interested in the extent to which he might be classified as a Client centered counselor, he could use the following as yardsticks or measures

1 The Client-centered counselor would first want to differentiate sharply between counseling and various other means by which an individual may be helped. Thus counseling is *not* a variety of legitimate and positive means of helping someone because there is something wrong with him. Those who think of counseling in a broad and omnibus sense are more likely to confuse counseling with other personnel services while those who accept a narrower definition are thinking along the lines of psychotherapy. The former point of view the one generally accepted until the advent of Rogers' *Counseling and Psychotherapy*,¹⁶ is exemplified by a definition such as that of Williamson, an over-all take-in-everything sort of thing

Counseling has been defined as a face-to-face situation in which by reason of training skill or confidence vested in him by the other one person helps the second person to face perceive clarify solve and resolve adjustment problems. [It] includes all efforts on the part of both counselor and client to face clarify and solve immediate problems. In short then counseling is a process which aids an individual to progress in personality growth and integration.¹⁷

Those who have this omnibus minded concept see counseling in terms that the author would use to describe many personnel services and see almost any action that will help an individual as counseling. Thus the

¹⁵ Fred Fiedler Quantitative Studies on the Roles of Therapist's Feelings Toward Their Patients in Mowrer *op cit* p 296 R. W. Heine *A Comparison of Patients Reports on Psychotherapeutic Experience with Psychoanalytic Non-directive and Adlerian Therapists* unpublished doctorate dissertation University of Chicago 1950

¹⁶ Carl Rogers *Counseling and Psychotherapy* Boston Houghton Mifflin 1919

¹⁷ L. G. Williamson and J. D. Foley *op cit* p 129

teacher would be 'counseling' practically all the time. The confused motorist would experience counseling when, upon asking the police man how to get to the Blackstone Hotel, he is told, 'You go straight ahead down the outer drive until you get to the Loop,' just as would the disturbed husband who comes to the clinic to indicate that he has taken all that he can from that so-and-so, my wife. It is this spread in understanding that is most confusing to the student preparing to be a counselor, and equally confusing to the classroom teacher who may wish to become a counselor. It also makes it difficult to discuss the pros and cons of certain procedures and techniques, and students run into a wall of frustration when they find out that the determining factor as to whether a procedure is good or bad seems to be the counselor's philosophical or methodological background and orientation.

If, for example, we think of the policeman mentioned above as engaging in counseling when he answers the harried motorist's question, then we must say that it is acceptable in counseling to answer a direct question even though it is asked by an individual who is obviously under tension and stress. On the other hand, most experienced counselors, if asked whether this is good procedure, would probably either question it or say that it was not a good policy. If, on the other hand, we accept a narrower concept of counseling, then those coming into the field of counseling would be on somewhat more stable ground when they are trying to arrive at their own concept—as they must—as to just what the total process of counseling entails and just how they are involved in it. They may then come to understand the procedures and methods and techniques that are acceptable and most effective for them. The Client centered counselor, then, would view counseling in this narrower frame of reference with the stress on the relationship, and the feelings and emotions involved, rather than thinking of it as any means by which one individual helps another.

The Client centered counselor may differ somewhat from his fellows too, in that he assumes that counseling and psychotherapy are synonymous. He does not particularly see one as being 'deeper' than the other, and the extent to which one can work with disturbed individuals is not measured by whether one is called a counselor or a therapist but by the more accurate measure of his competence. Nor can the Client centered counselor see much point in trying to differentiate between counseling and psychotherapy on the basis that one deals primarily with the conscious, the other with the subconscious. There is no easy line of determination between these two, and prob-

entific process. It may be indeed that one of our troubles in the field of counseling is that we have attempted too much to follow the medical pattern of diagnosis and prognosis and treatment. The psychological body cannot be treated effectively if counselors merely copy what has been found to be effective in the treatment of the physiological body.

3 Closely related to this philosophical concept of the Client centered counselor's function is his emphasis on the counseling *relationship* as being in effect, the therapeutic process. While this is a concept that is by no means limited to Client centered counselors, it is particularly evident in the school situation that many counselors, if one is to go by what they do rather than what they say, simply do not accept this concept, since in many situations little or no attempt is made to develop any sort of relationship other than one of dependence. Certainly the dominant school counselor, who advises the student what he should do and how he should proceed, is doing as little to create a therapeutically positive relationship as is the authoritarian teacher who takes over complete control of the classroom and apparently sees the children as helpless individuals who are almost incapable of thought or action.

This emphasis on the relationship and its importance has been stressed and pointed out in many ways. Combs for example, refers to a perceptual field theory of behavior which assumes that all behavior is a function of the individual's field of perception at the instant of behaving, we behave according to how things seem to us and thus counseling is not a process in which something is done to the client, but rather the provision of a situation in which the client can be helped to change his ways of seeing. It is the client who knows and the counselor who does not know.¹⁸

Rusalem points out that it is not what exists in reality in a vocation that enters into our occupational thinking but what comprises the individual's perceptions of it. Occupational information, he points out must be perceived in terms of its meaning to the given client.¹⁹

Rogers points out that discrepancies in the perception of the self are usually what cause discomfort²⁰ while Lecky refers to a theory of self-consistency that sees an individual as being consistent with self as he sees it so that there is little likelihood of any change until the individual begins to reorient his concept of the self, then the

¹⁸ Arthur Combs "Counseling as a Learning Process" *Journal of Counseling Psychology* 1 Winter 1954 pp 33-36

¹⁹ Herbert Rusalem "New Insights on the Role of Occupational Information in Counseling" *Journal of Psychology* 1 Summer 1954 pp 84-88

²⁰ Rogers *op cit* p 4

behavior may change so that the person can remain consistent with his new self concept.¹ Along somewhat this same line Snygg and Combs refer to the phenomenal self as being the self of which one is aware, rather than the physical self. They think of nondirective therapy as being a consciously created situation in which the client is free to differentiate more adequately his phenomenal self the external physical world and the relationship between the two.²²

Thus for the Client-centered counselor the basic task is the creation of this unique relationship one in which threat is removed so that the individual can come to see himself more clearly. There will be less of a gap between *his* reality and the reality of others and the choices he makes will be happier ones for him although it could well be that some of his fellows might regard him less highly than previously. This feeling regarding the importance of the relationship determines the activities of the Client centered counselor so that if he knows he has only 20 minutes with a student he feels that his function is not so much to *do* something for the student as it is to give to the student even if it is only the faintest inkling the feeling that here in these 20 minutes something rather different has happened the feeling that maybe here in this relationship there is a place where he can look at himself more clearly than he has anywhere else. Even this brief look at oneself may be better than a 20 minute package of answers giving the solution to one's problems. The Client centered counselor strives to feel with the client rather than to think about the client and whether the session be short or long the emphasis is continually on the self the reality the perception of the client, rather than on the counselor's version of the client's self perception.

4 Still another difference has to do with the extent and the degree of counselor direction counselor control and counselor manipulation.

Although all counselors feel that the client is in need of direction and control, and indeed that one cannot really be Client centered unless the counselor directs and controls the session. Although there must be some element of counselor direction even among Client centered counselors there is nevertheless a sharp differentiation in the practice and the attitude of the counselor on this matter. Thorne

²¹ Prescott Lecky *Self Consistency: A Theory of Personality* New York: Island Press Cooperative, 1915.

²² Donald Snygg and Arthur Combs *Individual Behavior* New York: Harper, 1949 pp. 56-57.

seems to have little question of the directive as well as the eclectic role of the counselor when he says ²³

The term *directive* seemed especially appropriate to designate a system of therapy based upon a formal plan for the identification and modification of etiological factors in maladjustment. Possession of such training and experience which is more than may be expected of even the most intelligent and best informed layman places the basic responsibility for the *direction* of all stages of case handling with the therapist even though he may choose to delegate some portion of this responsibility to other persons including the client himself. The general rule may be stated thus: *The need for direction is inversely correlated with the person's potentialities for effective regulation.*

This point of view was at one time pretty much taken for granted although few writers have used the term *directive* in describing a method or a system of counseling. Thorne himself it has been noted uses the term *directive* and *eclectic* as one description rather than two. The directiveness of counselors too had never been much of an issue until the advent of Rogers. As a matter of fact little was really known about what therapists and counselors actually said until Rogers took the lead in the taping of counseling sessions so that a discussion was not based merely on what a counselor thought he had said to a client but on what he had actually said and how he had said it. Every counselor will agree that there is a big difference between these two although even today many therapists in various counseling centers and psychiatric clinics are shy about having anyone listen to them in action.

There is no question however on the directiveness of some statements that are made by therapists. One therapist in describing what he did to a patient during a counseling session writes: Her general philosophy of blaming herself and others was ruthlessly revealed to her and forthrightly attacked. ²⁴

From notes which were used in the teaching of residents and fellows in psychiatry in a Boston hospital we note that

The course of the therapy and the management, is directed and controlled by the doctor. The direction is determined by an appraisal of the patient's material but once a working hypothesis in this respect is elaborated the doctor follows this direction until the material is exhausted or until the doctor is blocked.

²³ Frederick K. Thorne "Directive and Eclectic Personality Counseling" in James L. McCrory and Daniel E. Sheer eds. *Six Approaches to Psychotherapy* New York: The Dryden Press 1955 pp. 236-38.

²⁴ Albert Ellis "Symposium on Neurotic Interaction in Marriage Counseling: Neurotic Interaction Between Marital Partners" *Journal of Counseling Psychology* 5:21-28 Spring 1958.

Another example, where there would surely be little argument about the certainty of counselor direction, may be seen in the following comments by Ellis²³

In the course of rational psychotherapy, the patient is not merely shown that he has such irrational ideas as these, but the therapist persistently keeps attacking undermining and annihilating these idiocies. Even more to the point the therapist teaches the patient how to observe infer, and ferret out his own illogical thinking how to trace his thinking back to its main ideological sources and how to question challenge, and uproot theseinine ideologies and to replace them with realistic, flexible more effective beliefs

the therapist often actively and unequivocally forces persuades cajoles, or practically pushes the patient into various kinds of actions which, in many instances serve as the very best kind of counter propagandizing influences

The psychiatric literature has generally taken for granted the idea that the control of the therapist is the same as the control of the medical doctor when he works with a patient on an organic problem. While the therapist's verbalization may frequently reflect feeling or be of the non committal sort, in the long run the general attitude would seem to be that the therapist knows best what is good for the patient. Sometimes this is a debatable point even in the treatment of a physiological ailment, and it would probably be correct to say that it is always a debatable point in the treatment of a psychological ailment.

This latter point really is the basic issue here. Although the verbalizations of a counselor are to some degree reflections of his attitudes as a person, they themselves are less important than the attitude which causes the verbalizations—which may, after all, not always be what they seem. The Client-centered counselor believes deeply that the client not only *can* be, but that it is his *right* to be the determiner of his future, that he, the counselor, is secondary in the counseling relationship, and that the direction should therefore come from the client, not the counselor. One might well debate the reality of such a belief. Some will say that this is all right with neurotic individuals, but that it can hardly be correct with psychotic individuals who are completely divorced from reality. One can well understand too, how a therapist whose education has been in hospitals with severely psychologically maladjusted individuals, might be less certain about the capacity of all people for self-direction, than would the therapist whose professional education has been in a counseling center or a guidance clinic.

²³ Albert Ellis Rationalism and Its Therapeutic Implications *Annals of Psychotherapy Monograph No. 2*, 1 55 64 September 1959

where the majority of the clients would have had emotional disturbances of a less serious nature. Yet in some ways this is a point which cannot really be argued. The Client centered counselor may in some respects be like the clergyman whose parish is in an area where filth and corruption are rampant where good deeds are few yet who continues to see people as basically fine rather than rotten strong rather than weak. Is he being naive? Is he being foolish? Is he being unrealistic? Or is he possibly by being who he is having a subtle and marked effect is he really communicating in a devious manner with some even though he will not communicate with many? Whatever may happen this is the way he is and this belief is reflected in his consistency of purpose and action. The Client centered counselor is similarly consistent in his feeling that the client must determine the direction in which he will go. This may mean too that he will be quite ineffective in helping some clients. Research is just beginning on the effect of Client centered counseling on psychotic patients however and as yet there is no evidence to indicate that this approach cannot be effective with individuals whose disturbances are such that they might be described as psychotic.

5 Counselors differ in the extent to which they use advice

While Somerset Maugham might not be known as a counselor his words on the subject of advice should be of interest to counselors particularly those who are prone to give advice! In the January 1961 issue of *This Week Magazine* he gave the following answers to a few questions

Q Do people often ask you for advice about life?

A Oh definitely

Q Who?

A Young people mostly young writers

Q And what do you tell them?

A That's a very difficult thing — giving advice. Really you know there's only one thing to do and that's follow your own nose and make your own mistakes. By following one's nose one can't go too far astray.

Certainly one of the most general means by which a counselor may show that he is the controlling and directing force is by the giving of advice. In fact this is likely why the giving of advice is so ego-supporting it implies that the one who asks for the advice is on a lower level than the one who gives the advice. The probable satisfaction of some school counselors with their job comes from the fact that they are frequently asked 'What do you advise me to do?' The resulting

counselor response may be more supportive for the counselor than it is for the client

The school counselor traditionally, has been an individual anything but reticent in the offering of advice. Thus the general lay concept of counseling is that it is the giving of counsel which in turn is usually considered to be advice. Williamson has probably offered as direct a statement as anyone in the field with regard to the use of advice when he says ²⁶

the counselor is ready to advise with the student as to a program of action consistent with and growing out of the diagnosis. For convenience we may summarize methods of advising under the headings *direct*, *persuasive* and *explanatory*

Even here, however, it should be remembered that many counselors when talking about the place of advice are thinking in terms of services rather than counseling. There would obviously be much more of an argument for the offering of advice to a rational individual under no stress or strain as compared with giving advice to a highly disturbed individual who might clutch it as a complete answer to his difficulties or reject it and the counselor completely.

The psychiatric and psychological literature has generally accepted the use of advice by the therapist as part of his function but at the same time considered it as something which should be used with care and discretion. Sullivan for example says ²⁷

Thus the advice comes in at the very end to round out the obvious. As a psychiatrist you see I sometimes have to round out the obvious because there are some people notoriously obsessional who are very unwilling indeed to draw a conclusion—and therefore the psychiatrist gives them the conclusion. Actually the advice is for the most part an overwhelming display of the factors relevant to the problem plus a clear statement by the psychiatrist of what he firmly believes can be done about them.

Marzoff also suggests the use of advice with caution although he does not actually use the term ²⁸

At certain times and under certain circumstances suggestions may be made to the client without arousing resistance a possible result of the counselor's intervention in the thinking of the client. A young client may not consider a particular course of action merely because he has never known about it or thought about it. One may also suggest sources of information ways of approach to teachers about situations that have confused the client.

²⁶ E. G. Williamson *Counseling Adolescents* New York: McGraw Hill 1950 p. 233

²⁷ Harry S. Sullivan *op cit* p. 213

²⁸ Stanley S. Marzoff *Psychological Diagnosis and Counseling in Schools* New York: Holt Rinehart and Winston 1956 p. 502

courses of study to consider, occupations to investigate, or ways to improve social effectiveness. Such suggestions should not, however, be made so freely so as to deprive the youth of all opportunity to do his own problem solving and thus make him dependent.

All of these statements are from experienced professional therapists whose comments are to be valued. At the same time they illustrate one of the differences between therapists. There seems to be no question in the minds of the authorities above that therapists can and should give advice, although, like certain drugs, it is something that should be given with caution. The fact that it is to be given, nevertheless, again illustrates the directiveness of such therapists, as compared with the non-directiveness of the Client centered counselor.

When a doctor, for example, refers to advice regarding plastic surgery, this is the medical doctor rather than the therapist who is speaking. It may be that a medical doctor should give medical advice with regard to the undesirability of plastic surgery, but this immediately establishes his relationship as one of authority. It is such a relationship in which the Client centered counselor does not wish to be involved, not only since he does not see himself as a figure of authority, but since he cannot see himself being an effective counselor as a figure of authority.

Here we have an illustration of the same point that has been stressed earlier regarding techniques. The Client centered counselor does not see himself as using techniques of advice any more than as using any other sort of techniques. He is simply being a completely acceptant individual, reacting with another person. He does not advise him, not because he feels that the client might not follow his advice, not because his advice might be wrong, not because the client in following his advice might become more dependent on him. These are all valid reasons why one might be cautious about the use of advice, or not use it at all, but none of them is the basic reason why the Client centered counselor avoids advice. The actual answer is simple. He does not offer advice because he does not have any advice to give. He feels very deeply that the basic purpose of his relationship with the client is to provide the environmental nourishment so that the client may grow on the basis of his own strength rather than resting on the shoulders of the counselor.

With the exception of one word, which the reader will no doubt detect, Ingham and Love express what might be described as a Client centered point of view on the question of advice.⁷⁹

⁷⁹ Harrington V. Ingham and Leonnore R. Love, *The Process of Psychotherapy*, New York: McGraw Hill, 1954, p. 22.

or he could seek an answer from the counselor about whether to marry get a divorce or have children about extra marital sex experience educational or vocational choices or the continuation of psychotherapy. Almost any important decision that a person must make can be brought to the therapist's office. The therapist should not feel that he is in a position to know what the other should do let alone decide for him. Furthermore even if he were right (as of course he often would be) it would ordinarily be undesirable for him to express his opinion so that it could be received by the patient as advice.

The Client centered counselor would feel that in the vast majority of cases such as those examples mentioned by Ingham and Love he would not have any opinion to express as to what the other person should do.

On the other hand while it would be hard to see the Client centered counselor ever offering advice to the client it would probably be correct to say that most Client-centered counselors would at some time or other make comments that might be at least construed as the offering of information. These would usually be in the way of brief answers to noncommittal questions. The basic purpose however would not be to give information but rather to help establish a feeling of humanness and warmth.

6 The Client-centered counselor tends to have as his primary means of verbal communication the understanding and acceptant reflection of the feelings of the client. This reflection of feeling it should be noted might in some ways be described as a method and indeed might well be a method for a student counselor. If one is actually going to become a Client centered counselor however then it ceases to be a method and becomes rather the means of a human approach to another person a means of communication comfortable for both the counselor and the client and effective for the client.

Nor is this reflection of feeling a light fluffy thing which can be engaged in by anyone who can do nothing else as is sometimes unfortunately assumed by student counselors. Only the capable counselor can be aware of the intricacies and the depth and the complication of the feelings that are being expressed by the client while reflection itself may not be too difficult a task the understanding and appreciation of the feelings that are being expressed so that they can be reflected is indeed a major task.

7 Another point of difference between Client-centered counselors and their colleagues has to do with the question of eclecticism in counseling. If one thinks of the counseling process as consisting of a series of techniques isolated from the personality of the counselor to

be used according to the client and the type of problem that he presents then one can readily see how the counselor can be eclectic in his approach. He is eclectic in that he uses those techniques and methods which seem most appropriate for a certain client at a certain time. If on the other hand what are called methodologies are actually qualities of the individual counselor it is difficult to see how the counselor could be eclectic. The counselor's sense of values, the counselor's deep feelings regarding the worth of the client, the counselor's feelings regarding his capacity and moral right to measure and evaluate the counselor's feelings toward his basic function as a counselor—these are part of the counselor's self and there must surely be a consistency of counselor self. The lack of support by the Client-centered counselor for the practice of eclecticism in counseling arises basically because he equates it with counselor self inconsistency.

If on the other hand one is to think of eclecticism in terms of superficial techniques then every counselor must surely be eclectic. If the counselor who asks a question sometimes instead of never asking a question, if the counselor who sometimes gives information instead of never giving information, if the counselor who sometimes gives direction instead of never giving direction is thereby eclectic then it is difficult to see how any counselor could possibly avoid being eclectic.

Williamson gives what would generally be considered a good description of eclecticism in counseling when he writes ³⁰

Counseling may be thought of as embracing a wide variety of techniques from which repertoire the effective counselor selects those which are relevant and appropriate to the nature of the client's problem and to other features of the situation. Each technique is applicable only to particular problems and particular students. Rather the counselor adapts his specific techniques to the individuality and problem pattern of the student making the necessary modifications to produce the desired result for a particular student.

Thorne has written a chapter which he entitles *Directive and Eclectic Personality Counseling* implying that there is an eclectic method. ³¹ But in the first paragraph of the chapter he writes to make a definitive statement concerning the eclectic orientation that is basic for the proposed system of practice. There is a vast difference however between an eclectic *orientation* which surely every professional counselor should have and without which there will be provincialism or even downright ignorance of counseling and an eclectic *method* of counseling.

³⁰ E. G. Williamson *op cit* pp 219-20

³¹ Frederick Thorne *op cit* p 235

Thus Marzolf states that ³—

the eclectic in counseling is one who is willing to utilize any procedure which holds promise even though their theoretical bases differ markedly

In contrast with the eclectic the doctrinaire counselor resists all temptation to use any procedure which in his view at least is incompatible with his theory. To do so would be intellectually disconcerting

One could certainly agree with Marzolf that any counselor who operated on the basis of allegiance to a theory *per se*, would be worse than a doctrinaire — he would be plain stupid. On the other hand the consistency of a counselor may be the consistency of a basic approach to a human relationship. The consistency of the Client centered counselor for example comes simply because he has found eclectically and pragmatically that this is the means of operation in which he is comfortable and in which he is most effective.

The Client centered counselor would certainly support eclecticism in the professional education and development of the counselor since without it the counselor can hardly arrive at any learned conclusions based on a great variety of evidence. Without such breadth we have the unhappy situation where Christians assume that religion means only Christianity, capitalists that democracy means only capitalism, Americans that good living means only America, and counselors that counseling means only Freudian or Client centered or psychoanalytic, or Adlerian. These are the individuals who when they go to heaven will have to live in restricted areas surrounded by high walls so that they may continue to live under the illusion that they are the only people there.

Although eclecticism may appeal to the student counselor as the democratic and broad minded approach to counseling, if we are to speak of it as an actual method of counseling then there are several serious questions as to its efficacy.

a It carries with it the implication that counseling is a somewhat superficial bag of tricks technique. The counselor as the technician who pulls out the appropriate treatment for the particular problem or individual thus becomes one whose professional preparation should be a *training* rather than an *education*.

b Entirely apart from the question of the capacity of the individual counselor to be personally the sort of person who could wear so many coats with ease, this view assumes an astonishing degree of knowledge on his part. Just to know as pure knowledge what would

³ Stanley S. Marzolf *op cit.*, pp. 37-22.

have to be known to be such an all-round eclectic, would require a super-individual.

c *The view assumes too, generally without evidence, that there are certain techniques and procedures which for a certain individual in a certain situation are more effective and better than others. If anything, the evidence, some of which has been referred to earlier, points the other way. There certainly is serious question whether or not a student counselor should learn that this particular technique is the right thing to do, under these circumstances, with this client. Because clients are not inanimate objects, or even organs, they have a habit of contradicting the counselor who has arrived at a set concept of just what to do at a certain time with a certain type of person.*

d *It would not, surely, be doctrinaire to say that an individual must arrive at some degree of consistency with himself if he is to be honest and sincere, and thereby at least have some hope of being successful in working with other individuals. If the counselor, for example, cannot completely accept a client's attacks on the counselor's religion, then in the long run he might be better off to be honest with the client and admit that this does irritate him, rather than trying to pretend that he is acceptant and understanding about something to which he is actually reacting in an emotional manner. The client, too, is going to find it difficult to relate, and to get close to an individual who appears to fluctuate and change. Probably everyone can think of some people he has known who have posed a difficulty for him; while they have been nice and pleasant, one could never feel that this was the real person speaking. The real person was never revealed, most likely because the individual could not bear to reveal, to himself, the real person. Teachers, too, who know the frustration and difficulty children have with authoritarian parents, know the even more difficult time the children have if their parents lack even consistency in a vice. It is easier for a child to understand, and react to, and defend himself from a brutal father, than it is to react to a father who beats his child one day, then the next day cries and gives him a dollar to make up for his miserable behavior the day before.*

Eclecticism, too, gives the counselor an easy avenue of escape at all times. It is much easier for the counselor to say to himself, "I am breaking this long silence because the client seems to be blocked, and I will use a new approach . . ." than it is for him to say, "Why am I feeling pressured to break this client silence? What is it that makes me uneasy? Am I really acceptant of this client's right to be silent, or am I breaking the silence because it is beginning to threaten me?" It is easier for the counselor to say to himself, "I have answered the client's

plea for support and help by telling him that he will be all right because this is a technique which is sometimes useful than it is for him to say I have answered the client's plea for help in this way because this sort of response reassures me although it may be worse in the long run for the client. When the client says Okay so maybe I am biased maybe I am just white trash but damn it don't you think that evidence shows that Negroes in the South do know less than the whites? the counselor may find it easier to say to himself Well the reason I agreed that there might be one or two studies that implied this was so was because I felt that I needed to use a technique of agreement to give him some support, than to say The reason I made this statement was because I share his bias.

These examples could obviously be multiplied many times. If the counselor has arrived at some level of consistency of operation then he must give himself a close scrutiny when he departs from it and attempt to determine the why of this departure. When he has no consistency there is little or no need for a check on himself since he has accepted the concept that he does what he does for professional reasons only.

e An eclectic method of counseling is also questionable in that it is almost impossible ever to evaluate just what is happening since nothing is happening with any degree of consistency. When one does not believe in the therapeutic benefits of prayer or of silence or of direct questioning or of reflection of feeling then one cannot use these procedures and then say they are no good because they didn't work for him. They must be used by someone who believes in them and who uses them with some degree of consistency as part of his total make up and then with suitable research controls and means of evaluation and comparison there might be some possibility of actually determining the effectiveness of a certain procedure as used by certain individuals. Here again of course we have the danger of provincialism at a more professional level. The Freudian psychiatrist who condemns Client-centered counseling although he knows nothing about it and does not believe in it anyway shares the same narrow bed with the Client-centered counselor who condemns Freudianism even though he knows nothing about it and doesn't believe in it. Both individuals are in need of counseling with a therapist Freudian Rogerian or other wise with whom they are able to relate in a positive manner.

8 The Client-centered counselor tends to place more emphasis on the present and he is concerned with the client as he is and as he sees himself. The information that is important to him is the information that the client will give to him and this is often far more than one could possibly get in hours of asking counselor-conceived

questions. Thus the lack of exhaustive data about the client would not be considered a severe handicap for the Client centered counselor, while more dominant and directive counselors would feel it next to impossible to operate without an accurate picture of the client before they ever see him. Again this tends to reflect the point of view of the directive counselor that *he* is, in the long run, in control of the situation, and although he may believe in self expression and self direction, he must have accurate information so that any decisions he may have to make will be as accurate as possible. On the other hand, if one feels that it is not his function as a counselor to make decisions or to direct, then he asks, 'Just why do I need this information? How would I use it even if I did have it?' In reading typescripts of Client centered counseling sessions, it would appear that the possession of much accumulated knowledge by the counselor would have made little or no difference in the counseling session because of the attitude of the counselor regarding his function.

As an example of this situation let us say that a grade 9 boy, who, on the basis of three *Stanford Binet* tests over the past four years, has an IQ of 80, comes in to talk to the Client centered counselor about his plans for college. From the point of view of the counselor, the essential question is not whether the child has an IQ of 80 or of 180 but rather how he views himself and his capacities, because what he does will be based more on the picture that he has of himself than on the picture of him given by a series of tests. Reality for all of us is as we see it, not as others see it. (The author can remember a client whose intelligence was close to the top figure mentioned above, but he had never done anything better than unskilled work because he was quite sure that this was all that he was capable of doing, despite the fact that he also knew the results of several intelligence measures.) Thus if the boy mentioned above is rational, he might have vocational assistance in which there would be an intellectual discussion about his difficulties in school, and he might arrive at the decision that he should try to find out whether he has the capacity to do what he has been planning to do or whether his dreams are beyond his realization. On the other hand if the boy comes in vehemently denouncing some teachers who tried to tell him that he would likely have some difficulty in getting to college, and bitterly complaining that his present difficulties were due to unfair teachers then the Client centered counselor would feel that his job was to try to help the child become insightful enough to have a more rational picture of the situation. Thus his reality might come a bit closer to reality as the teachers and the tests saw it. If the counseling is successful, then the child

whose I Q is really 80 will become more capable of accepting the situation as it is, and if, on the other hand his I Q were 180, his insight would include the functional understanding and acceptance that he did have the capacity to do college work. On the other hand, if through counseling the child cannot be helped to this adjustment, then no change will be made by telling him that he is a fool, and that with an I Q of 80 he'll probably never get out of high school let alone be admitted to a college. Thus the lack of knowledge with regard to the child's actual I Q makes little difference to the Client centered counselor, because of his *belief* and his *procedure*, but it would make a difference to the counselor who would direct, because he could not direct the child without valid information. On this point, of course, the Client centered counselor might feel that even with this information little could be really effected in the way of positive direction until the child had come to a more rational state. Again, it should be noted here that in a more intellectual and rationally oriented vocational 'guidance' session, both counselor and client would discuss job possibilities. The counselor might answer questions about vocational opportunities, and the client might come to the decision that he should have further testing to see just where he stands as far as his capacities and limitations are concerned.

9 A final basic difference arises on the question of the place of diagnosis in counseling. Diagnosis has a long and honorable medical history. Most student counselors tend to take diagnosis for granted without, possibly, asking enough questions as to just what diagnosis is, why it is needed, how accurate it may be, and what one does with a diagnosis once one has it. Diagnosis provides a particularly good example of the unhappy results of assuming that the problems of the mind and the heart are the same as the problems of the physical body, even though it is rather difficult to see how those procedures which are successful in the treatment of a diseased kidney would be equally satisfactory in the treatment of fears developed in a child by insecure and frightened parents. Because the medical profession has generally taken for granted the concept that emotional disturbances are diseases, a person is frequently assumed to be a skilled practitioner in 'mental health' if he possesses a medical degree even though his psychological knowledge of personality disorders is often a good deal less than that of a student who has just been granted an undergraduate degree in psychology.

Diagnosis is generally considered to be an integral part of, or at least an important adjunct to, the counseling process, and it is the Client centered counselor who has challenged most sharply some of

the hallowed tenets surrounding it. Although diagnosis might clinically be defined as the determination of the nature, origin, precipitation, and maintenance of ineffective or abnormal modes of behavior, it would also be considered by many counselors to be more simply the development of an understanding about the client.

The diagnosis of a leg as being inoperative because of a fracture of the tibia, caused by a sudden contact with a solid object, necessitating the setting and immobilization of the leg in a cast for several weeks may not be as complicated as the diagnosis of a pain in the belly as an inflammation of the appendix, caused by unknown factors, necessitating immediate operative procedures for its removal; but neither of these can be compared with the complexity of the diagnosis of a relatively frequent psychological problem such as that of the very intelligent boy who consistently does very poor academic work, or that of the overly aggressive child who insists on pushing other children around.

It can be assumed that the purpose of diagnosis is to develop a picture such that intelligent action can be taken on the basis of that picture. The easier it is to arrive at the picture, the more likely it is to be accurate, and the action taken to be appropriate. Thus a broken leg may be such that the diagnosis is quite simple, or it may be a complicated break requiring an equally difficult diagnosis. But in any case the problem, the injury, the ailment are something which, we might say, "is there." The task of the medical doctor is, nearly always, to do something about a difficulty which "is there." When the medical doctor gets into the treatment of certain physical diseases, however, a diagnosis of, say, cancer, does not do much good, because no one yet knows what causes cancer, and thus no one knows the treatment for it. In the majority of physiological and organic ailments, however, the cause is known; and once this happens, a remedy is speedily found.

With emotional disturbances, however, knowing the cause is often a rather minor matter, and not too much can be done, just as the dentist cannot do much for the rotting and decaying teeth of his patient which he knows were caused by foolish diet when she was a child. He can, however, remove her teeth and put in a false set, not as good as the originals, but still not too bad. Like the dentist, the author knew with a high degree of certainty the causes of the fears of one of his clients, and in time she knew the causes too, but this did not remove the fears. Probably the basic point here is that the dentist could remove the decayed teeth and put others in their place, just as the medical doctor could skillfully set the broken bone and initiate procedures to speed its healing; but in both cases the patient was out-

side of this activity. Others were doing something to parts of his body. The counselor, however, cannot remove the fears of the client, and any diagnosis by the counselor *must assume that somewhere, some time, the client is going to be able to make use of that diagnosis*, otherwise, why make it? Thus the psychoanalyst's interpretation to the client of his transference and his resistance is part of the therapist's diagnosis, being given when the therapist feels that it is appropriate, to the client, so that he may make use of it for further development.

The Client centered counselor tends to be more skeptical than some of his counseling colleagues about both the virtues and the necessity for diagnosis in counseling.³³ He has some skepticism indeed about the validity of diagnosis. Many patients can vouch for the variety of ailments that they appear to have had on the basis of diagnosis by several different medical doctors who have had no contact with each other.

The validity of the diagnosis, however, is not the basic question for the Client centered counselor, who simply does not see diagnosis as a part of his counseling. In an understanding and acceptant atmosphere the client will come to see the 'why' of his behavior, and any action that is taken will be by *him* on the basis of *his* diagnosis rather than that of the counselor. But, one might say, if the counselor is a student of psychology, he must have certain diagnostic understandings, and how can he avoid being diagnostic, at least in his own mind, even though he may not verbalize his conclusions to the client? This is a good question, and there seems little doubt that the Client centered counselor does see a picture of the client as the counseling proceeds, but this picture is primarily one that is being developed by the client for himself and for the counselor. This author, for example, finds it extremely difficult, even if it were desirable, to be diagnostically minded toward either his client or himself during a counseling session. This is not the case, however, when one listens sometimes with a colleague to a tape of the counseling session. Under such conditions the counselor is certainly diagnostic with regard to himself, and with the client too insofar as he is expressing himself during the counseling session but he has no particular pre-planned activities with regard to where the client should go and what he should do. In the counseling session he is going to be with the client, and his intelligence and his understanding are going to be directed toward this end, rather than toward the correct manner of leading or directing the client.

Diagnosis, in a way, implies the possibility of 'pigeonholing' the

³³ It would be unlikely that a Client centered counselor would write a book entitled *Psychological Diagnosis and Counseling in Schools* the name of one written by Stanley S. Marzolf.

client as belonging to a certain category or a certain type, and the implication which follows is that for a certain type there is a certain treatment

Categories are handy things to seize upon, and too frequently we see counselors who seem to operate on such concepts as "John Smith—problem lack of information," Mary Brown—problem lack of assurance," ' Jim Bowie—problem self conflict ' And indeed the poor client is often categorized long before the counseling begins. The process of counselor direction has thus begun even before the client has had a chance to express himself to the counselor. On the other hand, some counselors would say that this does not necessarily apply, and that as long as the counselor is a professional and skilled therapist he will detect an incorrect or inappropriate diagnosis, and no harm will be done to the client. But counselors are human beings, and it would be a rare counselor indeed whose personal relationship with another individual would not be affected by the fact that he had already determined in his mind that there is a problem of a certain type which could best be treated in a certain manner. At best, it would seem to the author that the open mind becomes somewhat clouded by prior diagnosis, and that a much more appropriate counselor procedure is to take the client where he is, as he is.

In a way, the question of diagnosis brings up the earlier question of the role of the counselor as either a service individual or a researcher. The latter is primarily a diagnostician. He tries to determine causes. He tries to answer the question "Why?" Although certainly no one would deny his crucial role in the study of the process of counseling and psychotherapy, the Client-centered counselor is somewhat doubtful about the capacity of the person who is primarily a diagnostician to relate in a meaningful way with a client. Students will attest to the dreadful teaching that takes place when the teacher is a researcher whose specialty, say, is the human heart, but not the means by which one relates with a group of individuals so that they can learn something about the human heart. The Client-centered counselor would be even more skeptical about the capacity of a counselor to relate closely and intimately with another person and at the same time be functioning as a diagnostician of that individual's problems and difficulties. He himself, at least, finds it impossible to be both. Thus it may surprise some of his colleagues sometimes when they refer someone to him and ask him how many data he wants on the client, to hear him reply, ' I don't want any data on the client. We'll both start together when he comes in to see me '

Such an attitude may seem far fetched and even shocking to some,

and yet the author has been impressed by the number of therapists of varying hues who are advocates of diagnosis, but who disregard the diagnosis of others regarding a client, and operate on the basis of their own diagnosis after they've seen him. Thus the measure of the Client centeredness of these diagnosticians might come in the extent to which they were actually diagnostic in their relationship with the client.

Interpretation is closely related to diagnosis, and it is difficult to see how one could, in the process of analysis, interpret *to* the client without being diagnostic. One has to diagnose in order to be able to interpret to someone else his concept of what that person really means. While many therapists are somewhat skeptical about the use of someone else's diagnosis, practically all counselors other than those who consider themselves to be Client centered, feel that since interpretation is a basic part of the counseling process, they must function as diagnosticians in order to be able to interpret effectively. The Client centered counselor, on the other hand, does not feel the need to interpret *to* the client. He empathizes *with* the client, primarily by means of a deep and meaningful reflection of the *feelings* of the client. Thus he has no need for diagnosis, and any interpretation, as well as any diagnosis, is the work of the client, not the work of the counselor.

It might be accurate to say that the Client centered counselor goes through a process of learning in which he gradually reduces *his own* need to be diagnostic. This process, coupled with the increasingly dominant belief in the tremendous potent growth forces of the client, helps him to become a person who is simply not diagnostically oriented. He does not need diagnosis for himself, and he cannot see how he could provide it for the client, even if it would do any good. Rather, he moves closer to being able to feel acutely the despair and loneliness of the client, although he himself is not despairing and lonely. This for him, is the counseling relationship, one which helps the client use the strength that he has to move in the direction which will be best for him.

THE COUNSELING PROCESS

While it is doubtful if one could say that there is such a thing as a series of steps in the counseling process, one is able to identify a few of what might best be described as stages of the counseling process. Let us note a few of these.

1. There are those counselors who feel that the preparation for

counseling is a vital stage of the total counseling process, and effective counseling is impossible if extensive work has not been done prior to the actual meeting of the client with the counselor.³⁴ On the other hand, the Client centered counselor would feel that what is important to the counselor is what the client brings to him and there is no particular need to have a voluminous mass of information on file before one can do an effective job of counseling. The element of direction would appear to be implied in the attitude of the first group of counselors since the most logical use of the information they feel they need is in the direction of the client. If, on the other hand, the counselor feels that his function is not to direct, but to help the student to use what he already has, in such a way that he can come to direct himself, then there is less need for prior information and any formal preparatory steps.

Again, let us keep in mind at this point the concept of counseling that has been accepted in this book. If we are involved in a rational discussion of one's assets and liabilities, then the factor of intelligence, for example, is obviously of much importance. If a child is moderately stable, and capable of accepting the fact that the odds against him ever being a medical doctor are 100 to one (and children are often more capable of accepting this fact than are their parents, for whom it is a much greater threat), then he will come to learn that there are certain jobs that are more fitted to his aptitudes and capacities, and there are others in which he would have almost insurmountable difficulty. While the concept of Horatio Alger may sound and look romantic, and may even have speeded up our technological progress, the individual who insists on killing himself by pushing far beyond his capacities is not indicating too much in the way of mental health. Thus, for a discussion of one's vocational plans preliminary steps are necessary, so that the discussion can be based on some facts, rather than on impression and opinion. The vocational counselor should have information on the client to give him if he is not already aware of this information, and he should also have available information on job possibilities, sources from which the student may get information that he desires, and so on. But this is discussion in the intellectual realm, and it assumes that both participants are rational, and that the problems being discussed can be solved by rational and intellectual means.

On many occasions, of course, the client who comes to the vocational counselor's office may want to discuss his present vocational

³⁴ This is well illustrated by the fact that an entire book can be written on the subject. See William C. Cottle and N. M. Downie *Procedures and Preparation for Counseling* New York: Prentice Hall 1960.

miseries, or he may be unable to face up to the rapidly approaching vocational responsibilities, or he may want to be reassured about an unreasonable occupational plan for the future. In other words, he shows that he is in need of *counseling* rather than a vocational discussion. It should be noted that if the client is under stress, it is likely that what will go on is counseling rather than 'vocational' counseling. The vocational problem may be a symptom; it may be a focal point for a time, it may be a means of approach, to a more basic issue, but if counseling is necessary it is seldom that occupations will continue to be the sole center of discussion.

The extent to which the counselor feels that some preparatory steps are necessary would depend a great deal on his concept of his function as a counselor. On the whole, the 'Client centered,' the 'Rogerian,' the 'nondirective,' would be the counselors who would question most the need for extensive preparatory steps since they tend to start with the student as he is, and use what he gives them to help him to help himself along the road of self direction. Again it is important to keep in mind that most of these counselors would be thinking of counseling as it is defined in this book — as a process, as a psychotherapeutic relationship, but not as a general omnibus helping of people. On the other hand, those counselors who tend to be more analytic, diagnostic, and directive would have a greater need for preparatory steps that would give them the information required for them to proceed in an intelligent manner.

2. What happens in the first session, even in the first few minutes of the first session, is obviously of crucial importance for the future development of the counseling relationship. Some of the following may pose a problem for the counselor in his attempts to establish a close and harmonious counseling relationship with the client.

a. Long before the counselor ever sees the client, factors are at work which may make it easy or difficult for the counselor to establish rapport with his client. In the school situation particularly, the child gradually develops a picture of the school and the people who work in it. Although it is sometimes a very positive and pleasant picture, the odds are that the disturbed children who come to see a counselor will be those individuals who have built up a picture of the school as at best a rather unpleasant place and at worst a regular hell hole. The people who work there may be regarded in an equally negative manner, although, over a period of time, individual teachers and counselors may gradually come to be accepted by troubled children as being different from the run of the mill teacher and counselor.

Generally, however, the school counselor can assume that many of

the children who have problems will regard him with suspicion, and it will be the actions of the counselor, rather than his words, which may gradually dispel this suspicion. Needless to say, of course, if the school 'counselor' thinks of himself as a stool pigeon for either the school administration or the culture generally, then the justifiable suspicion of the child will only be reinforced.

b The establishment of rapport will also be affected by the manner in which the client happens to appear in the counselor's office. If he appears because he has something weighing on his mind, and he feels that a talk with someone in the counseling office might be beneficial, the establishment of a good relationship will be a much simpler matter than if he has been brusquely sent down to the counselor's office to be "straightened out" or disciplined in some manner. The latter sort of situation will increase the difficulties, but one must not imply that it creates an impossible situation for the counselor. An acceptant counselor can still be acceptant even in an autocratic school, and acceptance of the client's feeling that coming to the counselor's office is a lot of nonsense is no different from acceptance of the feeling that the experience might be something which would be good for him.

The client may, on the contrary, have too good an opinion of just what the counselor can do for him. If he has been led to believe that the counselor is a medicine man who has all the answers to any problems that may beset him, it is likely that very soon, even in the first counseling session, he will be disturbed to find that the counselor can not do any of the things that were expected. In some respects the Client-centered counselor is in a more difficult situation in this matter, since most children have come to expect domination and control and direction from school personnel. Even in counselor-education departments, most student counselors take this counselor-educator domination for granted, and are somewhat disturbed if it is not forthcoming. Though they may, of course, pay no attention to the attempted domination, they nevertheless expect it, and thus some students may at first find the Client-centered counselor "queerer" than the more old-fashioned Napoleonic type, because they are more accustomed to the latter. If the counselor is capable of helping the student to work through this confusion, the relationship which can then be established may be most worthwhile but it is at this point that the relationship between the counselor and the client sometimes founders. The counselor should remember, of course, that if he has a forced clientele, the number of clients will be determined as much by the neuroticism of the teachers as it will by the neuroticism of the clients. A neurotic teacher will probably see a good deal of what the mental hygienist

would consider normal behavior as indicative of a disturbed child so the more disturbed the teacher the more the counselor may expect to find healthy children trooping to his office to have something done about their behavior

The counselor may also sometimes find himself pushed to become eclectic and say and do what he does not believe in order to maintain the relationship with the client. He can consider this a good test of whether he is Client centered or just client centered

The counselor's problems may also be affected by the manner in which the appointment was made. If the client talked to a secretary for example was she kindly and understanding or brusque and impatient? Did she give him the feeling that his meeting with the counselor would be a nice experience or did she imply that it would be unpleasant and probably a waste of time for both client and counselor? Did he first hear about the counselor from a friend and if so what was the picture that he got? If he is a voluntary client it is likely that the picture he got was a good one — possibly too good since if he received a negative picture he would not have come voluntarily. He may of course be a quite unwilling client going to see a counselor about whom he has a very unhappy picture. He may have met the counselor in the hall spoken to him and formed his impressions on the basis of this brief meeting

c The immediate impression that the client receives when he opens the counselor's door is also going to affect him. He should see a reasonably comfortable office with such things as curtains on the windows pictures on the walls comfortable chairs some evidence of a library and of the professional competence of the counselor. He should also be able to sit down without having a desk get between himself and the counselor

Needless to say the client will also notice the other person in the room. The greeting of the counselor should be warm but not effusive. The counselor who rushes around the desk seizes the hand of the client in a death grip gives an intimate squeeze on the shoulder and smiles his biggest smile before him "I'm AWFULLY glad to see you" would be enough to scare this author as a potential client right out of the office! Overtness is next to aggressiveness and the super gregarious counselor must surely pose a threat to many clients. One might wonder even if such an individual is not in the wrong chair and should not himself be coming in for counseling rather than being the one who sits in the counselor's chair. On this point it is obvious of course that the uneasiness of the counselor is a paramount factor in the establishment of rapport with the client and the beginning counselor particularly

is going to experience sessions when he feels threatened and insecure. It is well if he is in a situation where he can work this out with the assistance of some other counselor, and it is nothing which need alarm him, since even the experienced counselor periodically runs into situations which shake him.

d The client may sometimes immediately challenge his acceptance by the counselor, and what happens will have an important effect on their future relationship. A school counselor may find a client whipping out a cigarette, and the counselor's acceptance of this can be indicated by passing an ash tray to him. Obvious and studied verbal insolence is another means by which the counselor may be tested, and the counselor's capacity to accept such behavior is a good measure of his professional competence and personal security.

The highly colored, risqué, or just plain dirty joke may also pose an early problem for the counselor — again possibly a means of testing the counselor, or it may be just a part of the normal expression of the client. If the counselor has led such a sheltered life that he cannot understand the joke then he will have his problems, although he might not be quite so badly off as the counselor who understands the joke, but is horrified that a child could come forth with such a statement. We can assume both that these individuals need some assistance if they are to become effective counselors, and that their relationship with the client is likely to be somewhat strained. The more mature counselor, on the other hand, can be acceptant of the client's feeling of humor in what he has said, and be neither frigid nor boisterous in his reaction. Nevertheless some 'jokes' such as those of an 'anti' nature may prove a problem for the student counselor, inasmuch as the client will be alert to detect any indication of approval or condemnation on the part of the counselor.

e The more a counselor is attuned to the feelings of the client, the less a problem the lack of understanding of the intellectual content of what he says will be. Some counselors may be somewhat disturbed when in the first few minutes of the beginning session the client mumbles several statements which are unintelligible. Generally speaking it is better to refrain from asking for a repetition of certain statements, since the meaning of what has been said will usually become obvious anyway. If the counselor has to ask repeatedly for clarification the counseling session will degenerate into a 'teacher asking what-do-you-mean' sort of thing, a situation which will not usually help in the establishment of a good counseling relationship. If the client continually talks so softly that the counselor cannot hear him the latter should gently point out that it is rather difficult to hear what is being

said — although even here there is some question as to whether or not the counselor should take this step

The counselor may sometimes hear the word but lack an understanding of what it means. In this case it is better to let the client continue. The counselor may eventually pick up the meaning of the word either by listening to a tape or by hearing it again and using a dictionary. If he has to stop the client from an expression of feeling and say "Pardon me but what does that mean," he is letting himself in for several potential difficulties. For one thing the client may assume that the counselor must be a rather ignorant fellow if he does not understand the meaning of a word. It may also be that the intellectual explanation of the word will prove embarrassing to the client. Finally an intellectual discussion is not the purpose of a counseling session and there is no reason why an individual cannot function as a counselor reacting to the feelings of the client even though he does not understand the exact meaning of a word that is being used.

At the college level the counselor may sometimes have as a client a psychology student who is trying to impress himself both with the erudite state of his own mind and the lack of intelligence of his counselor and to this end he will deliberately use many long and complicated words quite new to the counselor. When this is obviously happening the counselor may react to what is actually going on and the verbalization may then develop into a more fruitful investigation by the client of just why he has to try to convince himself that he is more intelligent than the counselor. It is not of course of any importance whether the client actually is or is not more intelligent than the counselor but it is of some importance to help the client to discover why he must feel as he does.

The counselor who must know the meaning of each word — and former teachers tend sometimes to be this way — may also find himself in difficulty with adolescent clients who insist on using a language all their own. Even if the counselor makes a valiant effort to find out just what some of the terms actually mean — and often even the adolescents themselves do not know — there will be further frustration in that the current language like popular tunes is in a constant state of flux. Thus the best thing the adult counselor can do is abandon any attempt to know the meaning and rather concentrate on understanding the feeling behind the words which are being used. Possibly the real test comes when the counselor tries to establish a counseling relationship with a client who speaks another tongue. If these two can get together it is certainly not on the basis of an intellectual understanding of what they are saying to each other!

All of these items may prove to be initial problems for the student counselor as he becomes involved in the establishment of rapport with the client in the initial counseling session. But in the long run the extent to which they prove to be continuing problems will be a measure of the counselor's professional competence and personal integrity.

3 Listening has always been underrated as a skill and as a means of establishing a close relationship with another person. Most of us, personally, know that we like the people who listen to us, and make us feel important and worth while. We also know that we do not generally appreciate the fellow who is always interrupting us, wanting to tell his story, and obviously trying to impress us. Yet, for most of us, this lesson doesn't really carry over too well. Teachers often will scorn listening (any fool can do that) even though they know that this is what they want other people to do to them. The counselor's listening is not just a blind, polite sort of thing, but it is a careful *understanding* listening, the sort of listening that may be quite fatiguing, and it requires skill and understanding on the part of the counselor. As the counselor listens, he in a way internalizes with the client, but does not identify, and as the client talks the counselor moves closer to the feelings that the client is expressing. This is the client's time, and it is definitely not the time for the counselor to come forth with any intellectual discourse, or even worse, some expression of his own attitudes or bias.

The listening is also often accompanied by small sounds, a head-nodding, by slight smiles or by any other indications of understanding and warmth and acceptance. Nor is this as easy as the beginning counselor may at first think. The counselor, for example, may be a devout Presbyterian, a loyal American, and a good follower of the Democratic party, but he may have a client who will rip to shreds his religion, his country, and his political beliefs. Unless the counselor is *experienced and secure*, some of this ripping may gradually begin to have an effect, and if it does the counseling relationship is bound to deteriorate. If the counselor begins to feel himself thinking, "He shouldn't say that about my religion," or "That's an awful way for a man to talk about his own country," or "Why that's not true—there are just as many thieves among the Republicans as there are among the Democrats," then he might question his capacity to listen effectively and to function as a counselor.

Every counselor should probably experience, as part of his training, a close personal contact with people whose sense of values and ideas on what is worth while are completely contradictory to his own. It is

certainly not the best training for a future counselor to grow up in an environment where everyone thinks there is only one way of life. Too frequently what happens to such people is that they become tolerant and thus betray their own narrowness since they loftily tolerate all those who do not agree with their concepts and their ideas. Counselors and teachers should be people who have learned that there are many roads to heaven and that no one road is necessarily any better for everyone than any other. Counselors cannot be accepting and understanding of people whose values are not the same as their own if all they do is tolerate them. It is interesting to wonder about the extent of the truth of the statement that the counselor to be effective must be an oblong blur. The counselor as a stable and intelligent human being could probably never become such a completely faceless person but it is equally certain that if he is a person of very strong convictions as to the rightness of his views and the errors of all those who differ then he will be of questionable effectiveness as a counselor.

Often of course the counselor's lack of capacity to listen without a raised eyebrow or some indication of shock does not necessarily indicate a narrow point of view but simply inexperience in listening to such things. Just as the neophyte surgeon recoils when he sees his first raw and bloody wound so the neophyte counselor may wince when he hears the equally raw details of a way of living. This also should be part of the education of counselors although education is not always enough. The sort of person mentioned above will benefit from education but the narrow and super-righteous individual is in need of therapy rather than education. There are too many people engaged in the whole area of human relations who have developed a glib tongue and a smooth exterior but inside may be harsh and smug and all knowing.

Needless to say this listening also involves observation but the counselor may tend sometimes to see what he thinks is happening rather than what is actually happening. The purpose of observation may not be the same however for all counselors. For the more diagnostically minded counselor the purpose of the observation may be to give to the counselor a more accurate picture of the client so that he can define more accurately the difficulties that disturb the client. On the other hand the Client-centered counselor would feel that the basic purpose of the observation is rather to help him to get close to a real understanding of the client so that his responses and his reactions may be more accurate.

4 While all counselors would agree that the cultivation of self understanding is a basic if not the basic purpose of counseling there

is a marked divergence of opinion on just how this self understanding is to be brought about. The client may obviously be led and directed to a point where the question "Now the decision is up to you" is quite ridiculous since the choice is a foregone conclusion. It is somewhat like rearing a child within a semi vacuum where he knows of only one faith and then telling him that he is now free to choose his own religion! In many classroom situations there may be almost complete teacher domination except for intervals when the teacher will imply that the choice or decision is up to the student. It is a foregone conclusion that the only choice that the child can possibly make is the choice of the teacher. The ability to function independently comes slowly and it needs practice.

There is no doubt that some counselors are much more dominant and directive in their relations with clients than are others and the extent of this dominance is a question that the counselor must answer to his satisfaction. It is seldom that a counselor in a school system sins in the direction of being too nondirective however and if there is an error in the vast majority of cases it is in the direction of teacher or counselor dominance. The teacher too frequently comes to assume that he must be dominant to do a good teaching job—a questionable assumption—and this dominance is carried over into the counseling situation. Children cannot gain insight and understanding of their own selves and come to some degree of independence unless teachers and counselors do something to give them experience in independent thinking. Even more important children need to feel that teachers and counselors really believe that they are capable of self direction.

If the counselor believes himself that only *the client* can solve the great majority of his problems because they are *his* problems then he may be able to translate this feeling to the client. If however he believes that *he* can solve the client's problems then he will likely transfer his feeling to the client. If one looks at the vast majority of personal problems without getting involved in any arguments over methodology it would seem to be correct and not merely false humility to say that the counselor cannot possibly answer the vast majority of the client's questions purely from an ethical if not from a professional point of view. The closer the relationship of course the more likely it is that the questions and the problems will be of a personal and intimate nature although many children do not feel free to discuss their personal problems with teachers or parents or even with counselors. If they do however the counselor will be faced with problems to which there is no right answer. The right

answer is the answer that the client, freed from the cobwebs that have cluttered his previous thinking, must eventually come to give to himself

What answer, for example, can the counselor give to such questions as

Do you think I should run away? Should I take the job offered to me or should I stay in school? How far should I go with Joe? I want to go to the dance with Bill but he's a Protestant and I'm a Catholic so what should I do? Do you think I would be wise to go into nursing instead of teaching? etc.

Few, if any, experienced counselors would feel that they could answer these questions but some counselors would tend more than others to sway the decision of the student somewhat subtly by giving him their version of the facts. Again it should be noted that the purpose of counseling is not to make decisions for the client in an intellectual manner, but rather to help the client to a point of rational behavior and reasoning so that he can make the decisions for himself. A painful decision by the client is usually better than a happy decision by the counselor. It is less likely that the client will come to self understanding if all he receives from the counselor or teacher is a shoulder on which to cry, support for his own rationalizations that someone else is always to blame for his troubles and that he is in no way involved or specific and definite advice and directions (which he has probably already discarded) as to how he should proceed and what he should do.

5 The counseling session or the last of a series of sessions ideally should be terminated by the client, but the counselor will often have to take the initiative, at least in the termination of a single counseling session. It is usually wise to have the client understand the time that is available. In a school situation if some one comes in and asks "Can I have a talk with you?" and has no previous appointment the counselor might say, "Why certainly, John. Come in for a while—let's see—we have about twenty minutes before I have another class. Some times however, it may not be too wise to indicate the time that is available, since a good relationship is not always developed by greeting the client with an abrupt "We have only fifteen minutes. If for some reason, the client is unaware of time limitations then the counselor should try to find an appropriate moment to cut in when the time of termination approaches rather than waiting until the last minute and thus running the risk of interrupting the client just when he has begun to get into something very important. It is also a good idea

to have a clock in a position where both client and counselor can look at it without being too obvious. The counselor should not have to distract the client by digging around in a pocket for a watch, and thus possibly giving to some uneasy client the feeling that the counselor wants to get rid of him.

The termination of a series of sessions should definitely be left to the client and the results of the counseling may be questioned when the counselor has to be the one to come in with the decision that counseling is no longer needed by the client. This is not self-determination and it is not accepting the right of the client to make final decisions for himself. We may also question the value of the counseling if it has not helped the client to reach the point of independence where he can in effect tell the counselor that he is a nice fellow, but he is no longer needed. It is not unusual to have a client begin to talk about termination, or maybe even make a definite decision to terminate after say, one more session and then to come to realize that his feet are not yet strong enough and to continue for further sessions. This may tend in some ways to be a setback and reinforce the client's feelings of worthlessness but the skillful and understanding counselor can help him to pass this point and eventually make the final decision for termination. Even after such a termination however, the client may come back again a few times to report on how things are going and usually, incidentally, to receive some further reinforcement from the counselor.

The counselor in a school situation may not have too many long term clients and in many cases may not have any at all. There may be several reasons for this however, other than the fact that there are no children who need long term counseling. In most schools of any size it is almost certain that there are some children, and there may also be some teachers who are definitely in need of counseling. Counselors do not always do all they could to develop an office with a warm feeling, an office that children think of as a nice place to go rather than a place to stay away from unless one is really in a bad way! There are many ways also in which the counselor can indirectly help students to find a valid reason for coming to see him. Teaching a guidance course where there is a discussion of problems but no pressure for grades is one way that the counselor may develop a closeness with the student. It may be debatable, but it would seem to the author that the counselor, particularly in the school situation may have to take the initiative in suggesting to the client that he might like to come back again. He should not of course force the issue in any way, but he can at least indicate to the client that he would

be interested in seeing him again. If the client is agreeable, it is well to make an appointment immediately for a specific time, and if the client does not feel that he needs to come in at the present time, the counselor should make it clear that the door is open, and that he will be glad to see the client at any time. Again, there has to be a line here between appearing to be out looking for clients to drag in, and the other extreme of giving the impression that the counselor is not the least bit interested, and would be just as happy if he didn't see any clients at all.

It may also be that sometimes the counselor will begin to feel that he is ineffective, even though the client apparently wants to continue the counseling relationship. In such a situation, should the counselor indicate that he feels it is best to terminate even though the client apparently wants to continue the counseling relationship? Sometimes the counselor may feel that the client is going around and around in circles, without any growth whatsoever. If the counselor does begin to feel this way, it may be of course because of his own uneasiness or his own frustration at not having things work out the way he wanted them to. This in turn may cause a certain feeling of hostility on the part of the counselor, and although this may not be too direct, it will in turn adversely affect the counseling relationship. This may be an indication of counselor weakness, but if it does occur, it would appear to be better to have the counselor terminate the interview in as appropriate a manner as possible, by referring the client to a colleague, than to continue in a situation where he feels increasingly ineffective. The situation may sometimes be even more complicated, however, if the client indicates that he does not want to see anyone else, and will either continue to see the present counselor or none at all. In many school situations, of course, there is no source of referral so that the counselor has the uncomfortable choice of either continuing an unhappy relationship or terminating the student's help completely. Theoretically, this should never happen, but in actual practice with counselors of differing capacities it does happen. Probably the most unhappy situation is where the counselor is so unskilled and untrained that he does not realize his own hostile feelings, and merely sees them as projected attitudes of the client.

6 In some cases the need for a follow up or a follow through is quite obvious but in other cases it is more questionable. In case of referral for example, it is highly desirable that the counselor check to find out just what happens to his referrals since if he finds that practically none of his referred clients get to the place of referral then he must

check up on what the client is doing. A follow up in such a case is a normal part of the evaluation of counseling, and a follow up of terminated counseling cases is necessary if there is to be any valid research on the outcomes of counseling. On the other hand, the professional wisdom of maintaining a link between counselor and client by means of a letter or some other contact may be questioned. The client who has received real benefit from counseling should have no further contact with the counselor or the counselor's office, and the results of letters inquiring how *one is getting along* are dubious. Contacts may be made in other ways, of course, by getting reactions of other people, such as teachers or employers, to the client, but a real evaluation of the counseling must somewhere along the line be an honest and deep reaction from the client as to how he feels a year or several years later about what happened to him as a result of the counseling process. This may be a point where research needs clash with counseling effectiveness, and in order to make an accurate evaluation of the counseling program it may be necessary to run the risk of impairing to some extent the results of the counseling.

Many clients will write letters of appreciation, and may give every indication of wishing to carry on some correspondence with the counselor. The counselor in this case should take what may be the lonelier, but the more professional road, and even though he may have developed warm and appreciative feelings toward a client, it is best for the client that the counselor become a part of his past rather than remain with him as part of the present. Letters certainly should, out of common courtesy, be answered, but the counselor should not in any way indicate that he is agreeable to a continuing relationship via the mails. The counselor's own needs should not be such that he feels he must be surrounded by grateful people periodically telling him how much he helped them and how much they value him and his friendship. Such a counselor is probably in need of counseling!

PROBLEMS OF BEGINNING COUNSELORS

The counselor, like any other professional worker, must assume that he will periodically be faced with new and challenging problems but there are some that can be identified as being particularly difficult for the beginning counselor.

1 A generally acceptable principle on the question of 'Where to start' is to start with the client and move along with him, but this is

not always the easiest thing to do. A student, for example, may have said that he wants to see the counselor because of troubles at home with his parents, but when the boy comes into the office he starts talking about the difficult time he is having as one of the reporters on the school newspaper. Again, a teacher may indicate to the counselor that Susan has confided her sexual deviations, and that she plans to come down to see him for some advice. When Susan comes into the counselor's office, however, she talks about the difficulty of picking a college when she graduates from high school. Should the counselor try to get a wedge in, in gentle fashion, and point out what he understood as the real problem? Should he be quite blunt about it, and ask the client about her reactions in the supposed problem area? Or should he go along with the client's verbalized feeling, and make no reference to something that is not even hinted at in the present conversation?

Different counselors will react in different ways to these questions, and if tape recordings are studied it usually turns out that they react even more differently in practice. All would probably agree that they would not pay much attention to hearsay evidence or opinion, but if in the above cases there was some definite evidence that the boy was having a rough time at home, and that the girl was sexually promiscuous, many counselors would feel that they should in some way lead the conversation into these problem areas. Otherwise the client may continue to talk at a relatively safe and light level and never get into the more threatening but real problem at all. On the other hand, the more Client centered counselor would feel that at best there is questionable merit in bringing to the client's attention something that he is apparently unwilling or unable to discuss. Furthermore, once the counselor does this, he is indicating that he is in control and directing the session, and it may become more difficult to get the client back on the road of self determination. The degree of direction, of course, may range all the way from the merest whisper to a loud roar. The counselor, for example, may pick up as a lead comment such as this from the boy who is talking about his reporting difficulties on the school paper

and so I can't do all that I'm supposed to do on this reporting business even if I do a lot of the work at home

This might be the first reference to the home, and if we assume the counselor has not taken the direct route and asked the boy about his home situation, he might reply

... and so even when you do the work at home, John, you still have this feeling of being unable to do what you feel they really want you to do . . . or he might say.

... you mean that you have to do quite a lot of work at home . . .
or:

... you mean that it's hard to work because of the confusion and turmoil at home . . .

or even:

... would you like to talk about your difficulties at home, John? . . .

Each of these comments, from the first to the last, is based less and less on what the client has been saying, and more and more on what the counselor wants the client to talk about. The first comment would be more likely to come from a counselor who is on the Client-centered side of the continuum, whereas the last one would come from one far over on the more directive and dominant side of the continuum. The extent to which the counselor will divert the talk and attempt to center the conversation on what he feels the client should be talking about, as compared with what the client is actually talking about, is one of the measures of the differences in counseling methodology and philosophy.

2 Questions may often pose a problem for the student counselor. For example:

a There are questions which are obviously expressions of feeling rather than questions per se. When a client exclaims, "How do you expect me to go on living with her?" or, "What am I supposed to do when she tells me I'm a bum — just sit there and take it?" or, "Who is to blame anyway — me or my husband?" or, "How can you or anyone else expect me to take that job?" and so on, these are not really questions, although some student counselors might actually react to them as if they were questions which demand an intellectual answer. Regardless of methodology, most counselors would feel that a proper reaction to the above statements would be either some understanding nod, or "uh huh," or "Hmmm . . .," or a reflection of feeling such as, "It's pretty hard to see just how you could do that," or, "That's asking quite a bit," or, "Is it one, or the other, or maybe both of you?" or, "It's pretty unreasonable for anyone to expect such a thing of you," and so on. Thus the counselor who is alert to, and reacting to the expressed feelings of the client, will not make the mistake of thinking that every statement that sounds as if it had a question mark after it must have an answer by the counselor.

Sometimes such a question may be a desperate request for reassurance. The counselor may feel more impelled to answer such ques-

tions as Surely you don't expect me to go there and do that do you? or, Can't any one help me in this—must I *always* be alone? But here again it is the feeling to which the counselor should react. The tone should be gentle and understanding but it would seem better that the words be possibly Surely there is *someone* who does not feel that you have to do this or Isn't there ever *anyone* who seems to be with you? Note here too that while the counselor may feel compelled to say, 'I don't feel that way or But I am with you the real deep feeling on the part of the client that *this is actually so* will come only when he can say, maybe just to himself maybe to the counselor too But there is someone—you don't expect me to do that or Why I'm not alone I'm not alone there is someone

A somewhat similar sort of question may be asked when the client feels threatened by what he thinks might be a negative reaction of the counselor to something that he has said. Thus if the client who has been talking about the stupidity of all the people who vote the Democratic ticket suddenly praises and says By the way what are you? it is fairly clear that he has said to himself What if this guy is a Democrat? Or it could be that this is his way of expressing his contempt for the counselor assuming that the counselor is a Democrat. If the answer is No the counselor might be tempted to take the easier and safer road and say No. If the answer is Yes however he might feel that he has only a choice of lying of telling the tension-evoking truth or of trying to avoid answering the question either by asking some other question or by detouring around it.

Again here either a Yes or No answer true or false counselor comfort or no counselor comfort is not really reacting to what the client is saying. A fairly safe rule of thumb in this matter is Don't tell lies so we could dispense with the lie if not for moral reasons then for the empirical reason that when a counselor lies it will eventually and probably fairly soon catch up with him. An honest reaction to the statement might be You mean that after all you've said about the Democrats you're a bit concerned about what I am. This might very well get a reaction of Well yes what are you? which in turn might evoke from the counselor a statement such as This really does cause you quite a bit of concern—you've got to feel that you know where someone else stands before you speak like this and so on. If the counselor is reacting in terms of feeling and if this is natural and normal to him then it will be very rarely that the client will continue to push him for an absolute answer and even this of course is an exhibition of client feeling. Some counselors might feel that ultimately they might have to say something like Well it doesn't really

matter what I am — the way you feel is the important thing' but most would agree that this is a rather weak and unhappy reaction

Certainly the counselor should not, at this point, answer the question, since it would not be a noncommittal answer, and it would be likely to give the client an erroneous concept of the counselor. If, of course, the counselor felt compelled to answer the question, then the client's concept might be accurate but the effect would not be too good as far as future counseling was concerned. The counselor has to build gradually in the mind of the client a picture of consistency. The counselor may sometimes be an irritating fellow, sometimes a nice fellow, sometimes a not-so-nice fellow—but he should always be consistent.

b A second type of question is one in which there is a personal involvement of the counselor. The client is conceivably after more than just an answer when he asks, 'By the way, are you married?' or 'How do you get along with children?' or 'Did you ever fail any subjects when you were in college?' or 'Did you ever get fired?' or 'Do you believe in going to church?' and so on. Personal involvement with the client is not the professional task of the counselor, indeed, it is likely that personal involvement will make counseling less effective if not quite impossible. Unlike the previous type of question, these questions are probably asked by the client as questions to which he wants an answer, possibly for reassurance, possibly to help him feel superior to the counselor, possibly to help him feel closer to the counselor. When a woman client who is having trouble with her children asks the counselor 'Are you married?' a very likely next question is 'Do you have any children?' to be followed by 'How do you get along so well with them?' The development of such inquiries brings into question the effectiveness of the counselor: has he in some way given the client the feeling that he is a friendly confidant rather than a warm but professionally competent individual who is working with the client on some of his difficulties?

Whatever the reason for questions of this nature the counselor may find reflection of feeling on such occasions not easy, for the very obvious reason that there is little or nothing in the way of feeling to reflect. On the other hand, avoiding the question is usually quite obvious, and a straight statement like 'It really doesn't matter so much about me' may be just as threatening as silence. Many counselors feel that a brief, noncommittal, nonencouraging answer is as good a response, generally as any, and if the question is pushed then there is more in the way of feeling to which the counselor can react. 'You really want an answer to a question like that' and so on. There

would be a difference of opinion on counselor reactions to this sort of question although there would be general agreement that the counseling session is not a question and answer period regardless of who is doing the questioning and who is doing the answering. The student counselor may sometimes find himself bogged down in this sort of situation waking up suddenly to the fact that he has become an answer man with the questions more and more personal and his involvement deeper all the time. Even at this point however it is better to extricate oneself even if it means threat to the client and possible disruption of the counseling since what is happening is not likely to be good for either the counselor or the client.

c. Another form of question is the one which seeks an interpretation of the client's actions or thoughts or dreams. For example a client may talk for some time without any undue indication of stress or strain about the difficulty of making choices and then in a conversational tone ask "What does that mean anyway? Do you know of any of the possible reasons as to why I just seem always to shy away from making any decisions?" Or he might say "And then one of those dreams that I always have and have had for years is that I'm standing on a block of ice that gets smaller and smaller and eventually disappears and I fall into the water. What does that mean anyway?"

Again here there is little in the way of feeling to which the counselor may react. This is a straight question asked as a question. There may of course as with other questions be many ulterior or subconscious motives but overtly at least these questions are asked as questions. Whether the counselor does or does not know what the behavior or the dream might mean the Client-centered counselor would feel that it is not up to him to pass on to the client his version of its meaning. The client must come to his own interpretation toward which an intellectual presentation is not likely to mean any more than an intelligence test score of an IQ of 145 to a person who considers himself to be stupid. A person *must be* as he sees himself and will change only when he can accept change not when evidence indicating he is different is presented to him.

Usually the counselor would react to this sort of question. He might say "Well I gather it's pretty hard for you to see any meaning to this sort of behavior or possibly it's pretty important for you to find some reason behind this behavior of yours. Some might press the client with "Well hard to say what do you think it might mean for you?" There might thus be a variety of reactions to the question but most counselors would agree that the counselor would not answer it

d Then of course, there are noncommittal questions, in relation to which the most logical procedure is to answer them simply and briefly. A client finding it difficult to start talking, might say, "This is certainly a cold spell that we are having, isn't it? Although some counselors might feel that the client's uneasiness should be reflected, this would seem a somewhat cold manner in which to initiate a relationship. Why not just give a pleasant, 'Yes, it really is cold weather that we have been having' and the odds are that the client will be reassured that the counselor is human and continue in a different vein. The counselor should be consistent, and he will almost certainly be different from what the client expects, but he need not be so different as to appear abnormal. Such a result sometimes comes about when the student counselor, trying to be Client centered, refuses to react to any question, and the client reasonably enough, feels that the counselor is a very queer fellow indeed!

It is true, of course, that many questions seemingly innocent enough will if answered be followed by a more involving type of question, but the counselor has to use his own understanding and skill to differentiate one from the other. A good general principle of operation is that the counselor should react to the feeling expressed in the question rather than to the question per se and if he does react to the question he should be brief and noncommittal.

3 Silence may sometimes be anything but golden for the student counselor. For example

a The beginning counselor will likely find that client silence poses a threat to him. As the silence lengthens, the pressure on him to do something about it builds up—usually not for the welfare of the client, but rather to ease his own tension. Thus, logically, we might say that the counselor should aim for a degree of personal security such that whatever action he takes on the matter of client silence will be taken solely for professional reasons. Since most would agree that counselor comfort is important, and that there should be honesty in the client counselor relationship, it is an interesting question as to whether or not the counselor who feels this uneasiness should be honest and indicate this feeling to the client. Most counselors would say 'No' to this but some, possibly an increasing number, would say 'Yes'.

b Silences, as much as words are indicative of feelings. The counselor who reacts basically to client feelings might use such comments as 'It's pretty difficult to get started talking' or 'This is a real tough thing to talk about' it would seem easier maybe just to let it lie' or, 'It's a real nice feeling' and so on. The counselor here must be almost intuitive as to what the client is feeling while his

words will sometimes be a fairly obvious reflection of feeling, it may sometimes be that if the counselor is to speak at all it will be in the form of an interpretation

Some counselors feel that there should be a reaction from the counselor if the silence appears to become threatening to the client, and that in some cases the counselor should thus take over the direction of the session. The Client centered counselor would question this, feeling that the counselor reacts to the feelings or he remains silent, maintaining his consistent feeling of the right of the client to direct the session, to talk, or, if he wishes, not to talk. When a good relationship has been established, the client may sometimes indicate that there is no need of counselor verbalization. The author once interrupted a long client silence, and was gently chided by the client. She was doing quite all right as she thought and wondered silently.

c Silence can also be therapeutic, and probably this is one of the attractions of a church. It is one of the few places where one can go and meditate quietly, without any interruptions. The counselor's office is another place where the same thing can take place. The client may be having a real therapeutic experience when he is silent just as much, if not more, than when he is talking. Most counselors have had the experience of sharing a warm and unique silence with a client, where both client and counselor could almost feel the growth that was taking place.

4 The more the counselor can keep away from being involved personally, the better, since personal involvement too frequently becomes a questionable friendly relationship. The relationship certainly should not be cool or aloof, but it should be professional, and it is better if the counselor is one whose entire personal history is not known to the client. The client may get information about the counselor from other people, of course, but we might question the effectiveness of the 'counseling' if it is from the counselor that the client learns all about his marital status, his war experiences, his work and educational background, places he has visited, political likes and dislikes, and so on. This may be a "chummy" relationship, but it is not a counseling relationship.

Some counselors feel that the sharing of personal experience is a good way to establish rapport at the beginning of the counseling, but this might be doubted. It may be true that it is easier to get underway with a G.I. if he learns that you were in the South Pacific too, in the same area where he served, but on the other hand it may raise doubts in his mind about you. Were you an officer while he was only a buck private? Did you perhaps go through many worse experiences than he

did? Are you a hero with many medals so that you will scorn all fellows like him who didn't see any action? There would seem, at the very least, to be as many questionable effects in the sharing of personal experiences as there are positive ones, and a good general principle is to stay away from the personal if it is at all possible. A counselor, for example in listening to himself on a tape recording might note the frequency with which he uses such terms as "I," "me," "our," and other such personal pronouns. Again this comes back to the basic purpose of the counseling process—to help the client to see and understand himself more clearly—and that is not achieved by a counselor who keeps the conversation on a personal basis.

5 A real problem for many beginning counselors has to do with the obvious fact that no matter how much we strive to help the child to become capable of being an independent citizen, he is, during his stay in school, a dependent creature who is not as free as an adult to do the things that he may want to do. Thus, often we cannot say or imply that it is up to the student to make the final decision, when both counselor and client know that the final decision is going to be made by one or both of the client's parents. The counselor must accept this limitation and work within this framework, and part of his function as a counselor is to help the client to see these limitations and to try to adjust to them. The child may be justified in running away from thoughtless and selfish parents, but those same parents must be extremely vicious before the law can, or will, take any action to do something about the situation. Thus the child, according to the law of the land, must live at home with his parents, and if he runs away he is not a free agent like the adult and he knows that he will almost certainly be brought back to face his parents once again. Nor, of course, is the child able to earn his own way, and he is generally completely dependent on his parents for his own existence. Thus the task of the school counselor is often to help the child not so much to become an independent citizen capable of operating on his own, but rather to become a stronger individual who is more capable of reacting to the negative experiences that he will meet in the home. One of the best things that the counselor can do in this regard is to give the child some of the understanding and the acceptance that he should have, but does not get, from his delinquent parents. Nor is it a question here of methodology or technique. It is often a matter of having a teacher or a counselor who is capable of accepting the aggression and the hostility of the child, knowing that this is an overt measure of his anxiety and fearfulness. The counselor's *human* relationship may get across to the child the idea that here is a new person, a person who doesn't want to change

or convert or direct into the paths of righteousness, or to make the child do something worth while, but rather one who takes the child as he is and actually seems to take for granted that the individual is already capable of doing things that are worth while

TOLBERT, E. L., *Introduction to Counseling*, New York McGraw Hill, 1959

BOOKS TO READ

- ARBUCKLE, Dugald S., *Counseling An Introduction*, Boston Allyn and Bacon, 1961
- BORDIN, Edward, *Psychological Counseling*, New York Appleton Century Crofts, Inc., 1955
- BRAMMER, Lawrence M., and Everett L. Shostrom, *Therapeutic Psychology*, New York Prentice Hall, Inc., 1960
- BURTON, Arthur, ed., *Case Studies in Counseling and Psychotherapy*, Englewood Cliffs Prentice Hall, Inc., 1959
- COTTLE, William C., and N. M. Downie, *Procedures and Preparation for Counseling*, New York Prentice Hall, Inc., 1960
- MARZOLF, Stanley S., *Psychological Diagnosis and Counseling in the Schools*, New York Holt, Rinehart and Winston, 1956
- PATTERSON, C. H., *Counseling and Psychotherapy Theory and Practice*, New York Harper & Brothers, 1959
- PEPINSKY, Harold B., and Pauline N. Pepinsky, *Counseling Theory and Practice*, New York The Ronald Press Co., 1954
- MOWER, O. Hobart, ed., *Psychotherapy Theory and Research*, New York The Ronald Press Co., 1953
- ROGERS, Carl R., *Client-centered Therapy*, Boston Houghton Mifflin Co., 1951
- ROGERS, Carl R., *On Becoming A Person*, Boston Houghton Mifflin Co., 1961
- SMITH, Glenn, *Counseling in the Secondary School*, New York The Macmillan Co., 1935
- SULLIVAN, Harry S., *The Psychiatric Interview*, New York Norton, 1954

six

TEACHERS AND COUNSELORS IN ACTION

This chapter contains a number of examples of teachers and counselors engaged in verbal interaction with children, parents, and other teachers. Some of these verbal interactions might be considered as examples of good counseling, whereas others could by no stretch of the imagination be described as counseling. In all cases, however, the teacher or counselor felt that he was doing the best that could be done, by him, under the circumstances.

Some of these examples were from verbatim notes taken by teachers or counselors, while others are typescripts of tape recordings. In any case, these are real discussions as they occurred. The letter 'C' is used to refer to counselor or teacher, "S" refers to the student, and "Cl" refers to client. Any comments of the teachers or counselors are included as they were given. The comments of the author are indicated in brackets. These comments, of course, are the personal reactions of the author, and it is quite possible that another counselor would disagree sharply with some of his reactions to these sessions. A discussion of these sessions, as well as the comments of the author, may be of some value to student counselors and others who are becoming involved in personnel services and counseling.

The sessions are divided into three groups as follows:

Group 1 These sessions between a teacher and a child are generally negative in that there is little indication that they do anything what

soever for the benefit of the child. In some cases the teacher may be doing the best he can, or the situation may be such that he has little or no control over what is happening but he definitely is not functioning as a child-centered teacher. In most of these sessions the teacher is involved personally, and some of the blame for what is happening must be laid at the door of either the teacher or the school. In some there is evidence of concern with the self rather than concern for the child; in some the teacher is obviously getting rid of some of his own fears and general hostility, and is giving indication of his own insecurity; in some there are indications of repression, moralizing, and disciplining; in practically all of them there is a general unawareness of the feelings that are being expressed by the child, or at least a lack of interest in these feelings; there is, in most cases, complete teacher-direction and domination, and little indication of respect for the capacity and the integrity of the child. These are the sort of sessions that should not take place in a professional institution staffed by professional people. If a teacher or counselor can do nothing better than meet hostility with hostility, insecurity with insecurity, bombast with bombast, bias with bias, then surely he has little right to think for himself as a professional worker.

Group 2 These sessions between a teacher and a child might be described as so-so. The teacher is generally reacting in a more positive way, and there is less indication of self-centeredness. There is still, however, a general unawareness of feelings, and an emphasis on intellectual content rather than the emotional process, and it is clear that the person involved is a teacher, not a counselor, even though his job title might be counselor. Some of these sessions are basically intellectual discussions, and many chances to develop the sessions into feeling-oriented discussions are missed. There tends generally to be too much in the way of teacher domination and teacher questioning, rather than the encouragement and development of the feelings of the child. Too frequently the teacher comes forth with his ideas and his concepts, rather than using his words to encourage the child to develop his own feelings and explore his own attitudes.

Group 3 These are the sessions that come closest to being real counseling. Generally the client seems to dominate rather than the counselor. The counselor is centering his attention on the feelings of the client rather than the intellectual content of what he might be saying. The client is being encouraged to experience more fully some of his attitudes and feelings, and a therapeutic atmosphere is being created. The other person here is a counselor, although at times he is not a very good counselor.

GROUP 1

Mona

[In this session the teacher feels that she has a grievance. She would appear to be unhappy with her present situation and the session is pretty much a chance for her to express her own grievances. It is possibly of some therapeutic value for the teacher but it is of no help to the children. The teacher may have a valid grievance but the point is that this little interchange is of little or no value to anyone. It is not a professional discussion.]

I could fill a book on incidents and disturbances not in the classroom but in the corridor. Kids nowadays won't take correction and unless you ignore breaking of rules, blind yourself to all wrongdoings, be deaf to any commotion they may cause, you're going to spend three fourths of your time creating incidents. For instance, I see a kid kicking his locker because he's too lazy to make the effort to close it, and I say to him as nicely as I can, "Don't kick your locker." He looks me in the eye and says,

"I wasn't kicking my locker." To another one racing down the slippery corridor at high speed I say, "Take your time—you'll get a nasty fall if you run," and he says, "Who me? I wasn't running." Now I ask you what defense a teacher has except to shove their heads in a locker, slam the door on their necks and say sweetly, "I didn't shut the door."

C (to a group of girls about to take over the teachers' room) How long is it since you girls have been teachers?

S The girls' room is crowded and we don't want to stand in line.

C That's too bad but I'm afraid you'll have to because you're not going to use the teachers' room.

S I guess we do enough for the school being cheerleaders.

C If you feel that being a cheerleader gives you all the rights and privileges whatever they are of being a teacher, there's about a hundred other girls who would love to jump into that uniform.
(Students walk off muttering.)

Arnold

[The teacher here is dominant and punitive. There is nothing remedial or therapeutic about the session and almost certainly Arnold is being injured rather than helped.]

C Arnold! What do you think you are trying to do?

S Nothin'—I wasn't doin' nuthin'.

C What are you—a wise guy? What do you mean—nothing?

S I wasn't doing anything.

C How smart do you think your behavior is?

S I didn't do anything.

C What were you planning to do?

S I wasn't planning on anything.

C What was that you had in your hand?

S What? I didn't have anything.

- C Now look here don't give me any of that nonsense Give me that slingshot (Arnold hands over a bent wire)
- S I wasn't doing anything
- C Come on wise guy Give me the elastic. (Arnold hands over the elastic)
- S Can I get this back?
- C Thanks a lot I'll add it to my collection (pause) give you a little freedom and look what you do
- S I wasn't doing anything
- C Do you think you can go around the class disturbing everyone?
- S Well er ah no
- C I give you a little freedom so that you can study history in a way that you want to and look what you do
- S It wasn't just me
- C Never mind blaming anyone else I suppose these other guys made you shoot your slingshot?
- S Well er ah er
- C Where did you get this wire?
- S I made it in the shop
- C Do they allow you to spend your time making slingshots?
- S Well yes they said it was all right if we didn't use them around school
- C I see I take it that it's your habit to abuse your privileges
- S Well er ah no
- C What do you usually do after you eat your lunch?
- S I go out and play ball for a while
- C Well today suppose you spend your noon hour sitting in one of the chairs in the office
- S All this wasn't my fault
- C All right that's enough get back to your work and let me see you do some

[This may be cathartic for the teacher but it almost certainly reinforces Arnold's feelings about himself and about others. He needs help and he could be helped but there is little indication that he received any assistance here]

Marion

Some children were asked to take home papers that were not satisfactory and to have their parents sign them When questioned next day as to why she didn't have her papers Marion said that she left them at home but another child immediately said that she had torn up her paper When called to the teacher's desk this is what took place

[Is it wise to ask some children to take home a poor paper — quite possibly to a harsh parent who will show little in the way of understanding? Should the following discussion have taken place in front of the class?]

- C Why did you tear up your arithmetic paper?
- S I don't know
- C You must have had a reason Why did you do it?
- S It was a bad paper

- C What kind of a paper was it?
 S I don't remember
 C Sure you do. What kind was it?
 S Penmanship
 C I think it was another kind. Was it an arithmetic paper?
 S Yes
 C Did you think that I wouldn't find out?
 S Yes (nods)
 C Why did I want you to have it signed?
 S I don't know
 C See if you can't think of a reason
 S So my father could see it
 C Since Dad didn't see it tonight you are to tell Dad that you tore up your arithmetic paper because it was a bad one and you are to have him write me a note telling me you told him. Do you understand?
 S Yes
 C What are you to do?
 S Tell him that I tore up the paper
 C What kind of paper?
 S The arithmetic paper
 C What else?
 S That it was a bad paper and he's to write you a note telling you I told him
 C Any questions?
 S No
 C All right. You may go now.

[Throughout this interview the teacher is playing a punitive rather than a remedial role. The teacher does not appear to be interested in the reasons behind the child's behavior and the child has been given no help with her problem. This session could not be considered as counseling.]

Avis

[This is a good picture of a teacher whose words might just as well have been left unsaid as far as any positive effect is concerned. There is no counseling here and a conversation such as this points out the need for each teacher to continually ask of himself: What is the effect of what I said and was it really necessary to say what I did?]

At the second bell which opens the class period all the pupils are seated quietly at their desks with the exception of Bob who is standing astride of his seat looking down at one of his books. The teacher looks straight at Bob but says nothing. Mary who sits behind Bob whispers Bob looks up then slides into his seat. The teacher looks over the seating plan and checks the absences.

- C Avis weren't you absent yesterday?
 S Yes I was
 C Then I assume that you have your permission slip from the office (Avis rises from her seat, opens the cover of one of her books, picks up a slip of paper that she is carrying in the book, walks to the front of the room and hands the slip to the teacher. The teacher looks at the slip.)

- C Why didn't you show me the slip before the class began?
 S I forgot
 C Next time you had better remember
 (Just at this moment Hobart walks in and heads for his seat)
 C Hobart have you a late pass from the office?
 S No I haven't
 C Why are you late?
 S Mr. Dans held me over
 C You know that I can't let you in class without a pass
 (Hobart sets his books on the desk and heads toward the door)
 C He but bring your books along
 (Hobart returns to his desk picks up his books and leaves the room
 The teacher starts the lesson After a few minutes Hobart opens the door places a slip of paper on the teacher's desk and goes to his seat
 During the discussion of some of the points of the lesson Chandler without rousing his hand asks)
 S Why don't they do something to help their own standards?
 C Chandler why do you insist on interrupting me and the class Why can't you raise your hand like the rest of the class Now what is the question?
 (Before the teacher ends the lesson she speaks to Avis)
 C Avis I hoped that you enjoyed that gum You have been chewing it for ten minutes Throw it in the basket as you leave, and I'll expect you in Room 40 at 2:40
 (Avis takes the gum out of her mouth and wraps it in a piece of paper The teacher finishes the lesson)

Art

[Art may be irritating to the teacher but if this is a chronic form of behavior he is irritating because he has some difficulties or problems which have yet to be solved The challenge to the professional worker is to help Art come to some solution of his difficulties His function is remedial and educative rather than punitive This session again may be of some mild benefit to the teacher but it is of no help to Art]

In a grade 9 general mathematics class the teacher is at the blackboard explaining some new work The class seems quiet and attentive As the teacher turns toward the class a folded piece of paper flies directly in front of her The pupils see the incident and there are a few amused titters around the room The offender is as usual a youngster who in spite of an angelic expression is invariably the one who causes every disturbance The teacher is irritated by having the class disturbed and her tone reflects the anger she feels

- C Art! Did you throw that note?
 S Naw I didn't throw nothing
 C June did Art throw that note to you?
 S Yes he did Mrs. Watkins
 C All right Art you heard what June said Now did you or did you not throw the note? I think you had better tell the truth

[The teacher here is the prosecutor]

S It wasn't a note it was just a piece of paper

C Art it isn't what you were throwing that is important but the fact that you were disturbing the class again This kind of thing is happening much too often The moment that I turn my back you are doing something that you shouldn't be doing Why can't you ever pay attention? Do you think it is fair to the other boys and girls in the class that I should have to take their time to discipline you? What have you to say for yourself?

[This is an old story that will have little or no effect on Art It is unlikely that Art has disturbed the class but he has disturbed the teacher!]

S Oh (shrugs) nothin

[Art has little choice!]

C Evidently, Art, you are not interested in your math I don't think that you belong here You may pick up your books and leave the class Go down to Mr Matheson's office and tell him what happened, and I will see him later and explain that you do not belong in this class

S (serious) Can I have one more chance? I want to stay in the class I'll behave I only wanted June to ask a seventh-grade girl something for me

C Art, you have promised me repeatedly that you are going to be a good boy but your promises don't mean a thing This is positively your last chance to make good The next time you cause a disturbance in class you will have to be transferred Do you understand?

S Yeh

Harlan

[This beginning teacher was well aware of the mistakes that he was making He makes an interesting analysis of his comments]

S (raising hand to ask question) In our history what President has received the most electoral votes?

C What has that to do with what we are talking about? It seems Brown that every time the class is studying one thing you ask about another Let's concentrate on the subject at hand

I did not know the answer, and I am afraid that I used my position as teacher to cover up my ignorance We were studying the Executive, and although the question was irrelevant at that moment it did concern the unit we were working on In the second sentence I implied that he was bothering the class, whereas I don't think they were in the least upset by his question I was annoyed because I had been interrupted The whole situation was a blind to cover up my inability to answer the question I couldn't say, I don't know

S Well what am I going to say if I'm on a TV program and they ask me that question? (The class laughs)

C Brown leave the room and come back when you have decided to act like a gentleman

My pride was hurt and my authority challenged I immediately took up the fight The act like a gentleman was moralizing I should have laughed and carried on with the class

S All I did was ask a question

C Brown that answer was not necessary and I don't appreciate your sense of humor

A continuation of my belligerent attitude and a defense of my initial flareup I had to follow through and have him leave the room or lose face Even so, I could have passed the matter over at this point instead of using my position to discredit a remark that even I agree, privately was humorous

S Ah hmm (Brown mumbles something and leaves the room The class is tense and quiet)

[This young teacher is gaining insight into his own behavior and the reasons behind much of what he does as a teacher He can accept his defensive acts and also be acceptant of the insecurity that probably caused these acts He is well on the way to becoming a good teacher who can understand himself and so come to understand the children he is teaching]

Peg

[Here again is another picture of a teacher who is probably concerned with her own worries and frustrations The needs of the child are ignored while the teacher expresses her own feelings]

S Miss Jones may I have my study period with another teacher?

C Why do you want to do that?

S Oh well I just can't stand her that's all

C Why can't you?

S Oh I don't know she just makes me sick that's all

C Get back to your seat, and don't give me any more of that cheap sort of talk.

Harry

[This is another session in which the teacher gives an interesting analysis of his comments]

During a study period immediately following lunch I was in charge of a mixed group of about 30 students According to school regulations the students were allowed to read only school textbooks or magazines connected with their school work Half way through the period Harry produced a pocket edition entitled Six Gun Smoke and began to read

C What are you reading Harry?

The teacher can see the title of the book The question is quite unnecessary and puts Harry on the defensive immediately

S Just a book

C Let me have it (glances through the book) I suppose this is for English is it?

The teacher is now in the role of the prosecuting attorney who is cross examining the client so that he will convict himself

S No

C How would you like to have me let the English teacher approve it for you?

S I'm afraid she wouldn't like it

Both teacher and Harry know that she wouldn't like it, but the teacher's purpose is served. Harry is convicted

C Well I will keep it for a while and you can pick it up in my room after school if you still want it

Making him return after school to pick up the book is quite unnecessary and serves no useful purpose

Carl

[The teacher uses sarcasm to control a child whose behavior is irritating. This may get results in the form of repression of the overt behavior but it is a questionable form of control. The more basic questions should concern the underlying factors that may explain the behavior rather than the immediate control of the behavior. If the behavior is such that it must be prevented immediate action is preferable to a moralistic sermon which will neither help the student nor change the behavior. In the long run therapeutic procedures are the ones that are most likely to aid the individual to move on his own in the direction of a change of behavior.]

Carl during a homeroom period sits with his feet on the seat of another desk

C (walking over to Carl's desk) Carl your feet belong on the floor

S Oh heck nobody's sitting here (he slowly removes his feet but a few minutes later puts them back again)

C Carl a gentleman keeps his feet on the floor and not on a chair where someone expects to sit

[Most adolescent boys react very negatively to the a gentleman doesn't do that sort of thing approach since most of them would rather be shot than described as gentlemen]

S (grinning) I'm no gentleman and I like to sit this way

[Carl is being insolent. Why is he being insolent? What makes him react this way to a reasonable request from the teacher?]

C It may be possible Carl that you are not to blame for what you do not know

Carl's face turned very red and he sat up and was no further troubled. I think he realized that he deserved what he got and that he felt no resentment

[This may be so but it is a questionable assumption. Is there an implication here that Carl and his parents are not of the right kind?]

GROUP 2

Dick

Dick age six as a result of unsportsmanlike behavior during a teacher directed game was invited by the teacher to talk over the incident

C I was disappointed in you today when you booed the winning team [This is probably not the best way to establish rapport with Dick]

S I don't like not to win I like to win all the time

C Well we all like to win but sometimes we must lose Now that you have started school you will be playing and working with many boys and girls and you will have to learn that sometimes your side will win but sometimes your side will lose

S But wouldn't you be mad if there was \$100 and you didn't win it?

C Well I would be happy if I won but if I didn't I would have to realize that someone else was luckier than I was

[But the teacher would still likely feel badly even if she didn't get mad because she didn't win the \$100!]

S I always win at home with my mother but my father is so mean that he never lets me win Who would you rather have put you to bed your father or your mother?

C Well sometimes it's nice to have our fathers put us to bed and then sometimes it's nice to have our mothers put us to bed

[The teacher might have followed up the child's expressed feeling about his father rather than answering the question]

S I like my mother to put me to bed She sneaks me an apple My father is so mean that he whacks me and I can never win with him

C Oh

S The other night my sister and I were jumping off the divan having fun My mother let us but all of a sudden my father came home Bang bang he hit us We never can win with him My mother made him put us to bed He was mad

C Oh

S He isn't home much anyway so I can win with my mother He is busy in his two offices He helps people He could help you too

[Father would seem to be doing a better job helping people than he does helping his son!]

C All the boys and girls in your class want to be your friends Dick Don't you feel that the next time we play games you could clap for the other side if your side doesn't win? You know that they will clap for your side when it wins

[The teacher might have helped Dick to continue to express his feelings about his father rather than bringing the subject back to the original topic.]

S Well okay but I like to win all the time

[Dick's clapping for the other side will probably be somewhat unenthusiastic]

siastic There may be some question as to the wisdom of trying to get a child to give some overt indication of a feeling that he does not possess]

Clara

C Hello Clara do you want to see me?

S Well Mr Mudge my Latin teacher sent me down to see you

C Mr Mudge sent you down to see me

S Yes he doesn't want me in his class I failed Latin in the first quarter and he seems to think that I'm going to fail it for the year so he wants me to drop it now

C Do you like Latin?

S Yes I like Latin but I haven't done too well in my tests and anyway I don't like Mr Mudge

C Ummm you don't like him very well ?

S No I don't (pause)

C Why do you dislike Mr Mudge?

[This question almost invites an I don't know Many children actually don't know while others will feel much the same as Clara A better response might keep along the same general feeling by saying something like You mean you ah you don't get along very well with him]

S I can't say

C What do you mean you can't say ?

S Well maybe I won't say because you'll go up and tell Mr Mudge and I don't want that to happen

C What makes you think that I'm going to tell Mr Mudge how you feel about him?

S Last year I told my guidance teacher about a teacher and she went up and told this teacher what I said and as a result she got mad at me right in front of the class I felt badly

[This is a good reason for counselors to consider all information confidential to be revealed to a teacher only if the student feels that this is agreeable to him Even if a name is not revealed some teachers will feel that it is up to them to catch the culprit and the whole class may suffer]

C Clara I want you to know that whatever is said in this office is strictly confidential and you can trust in me completely Does that make you feel any better?

S Well yes

C Now will you tell me about Mr Mudge?

[This is pushing Clara too much She may not yet feel safe and this comment will put her in a difficult position Better to make some non-committal comment and let Clara take her own time about deciding whether or not she will talk about Mr Mudge]

S Uh hu (pause) since the beginning of the term Mr Mudge has been making some remarks that I don't like (pause) you see I have a twin sister here at school who is smarter than I am She gets all A's and B's on her report card and everyone thinks that she is wonderful

[It is bad enough to have a very smart brother or sister but it is even worse to have a very smart twin!]

C Everyone thinks that she is real good.

S Yes the teachers my mother my relatives and everybody In their eyes she can't do anything wrong and I'm just the opposite

C You mean you're just the opposite to your sister

S Yes my mother thinks that she is a doll and trusts her no matter what she does

C You mean that she doesn't trust you?

S Well no matter what I do or want to do she always tells me to watch out and wants to know where I go who I go with what time I'm going to get back and things like that She doesn't trust me She never asks my sister these questions and whenever I bring my report card home or do something wrong just little things I always hear Why can't you be like your sister?

[A statement that all parents and teachers should cross from their vocabulary! Better no motivation at all than this sort of negative pressure]

C You feel that this is unfair

S Yes That's why I don't like Mr Mudge He keeps telling me that I should be more like my sister sometimes before the whole class, and I just don't like it This has happened before too

[Some would say that teachers surely never really do a thing like this It is unfortunate however that Mr Mudge has many colleagues who have certain practices even more questionable than this]

C You've had trouble with teachers before

S Yes As a matter of fact when they compare me with my sister I become enraged I have a bad temper You know I was expelled from school twice because I answered teachers back who said this I just don't care what happens I'll be sixteen years old next month and I'm going to quit school and I'm going to leave home too I don't care what happens to me I just can't stand this any more

C Uh hu you feel like leaving school because of this ?

S Well I'd like to finish high school As a matter of fact if there was another high school here I'd get a transfer but there isn't so there doesn't seem to be anything else that I can do

C You mean there's no other choice for you ?

S Well no because I don't think that my teachers will change and neither will my mother

C You don't think that they can change

[The teacher tends to repeat the words instead of reflecting the feeling]

S No my mother won't change and I'm just sick and tired of living under the same roof with her We argue all the time (begins coughing badly)

C Don't you feel well Clara?

[The teacher should continue to refer to Clara's feelings about her mother rather than asking this question]

S Oh this is nothing I had a bad asthma attack last night and I guess that it's not over yet

C How long do your attacks last?

[Another extraneous comment]

S Well sometimes they're very short but sometimes they continue for days It's always been that way

C Always been that bad?

S Yes I've had asthma as long as I can remember

C You say that you argue with your mother all the time

[Now the teacher has to direct the conversation back to the topic that he ignored earlier]

S Yes As a matter of fact even last night. She didn't want me to go out with a boy because he wasn't the right type for me — so she said. Then my attack came on

C You were very tense during your attack?

S Yes I was I told you I had a very bad temper and when I get worked up I can't help myself It's always that way

C What do you mean — always that way?

S Well we argue all the time I wish my father would tell my mother to leave me alone

C You like your father?

S Yes I do He doesn't compare me with my sister but he never sticks up for me when my mother argues with me

C He never sticks up for you

S No Once in a while he tells my mother to leave me alone but he loses too The only one that wins with my mother is my sister

C How do you feel about your sister winning all the time?

[Again the counselor takes a directing role]

S Well I like my sister We hang around together and I don't think it's her fault that they think that she's wonderful

C Do you think she's wonderful?

S Yes although I must say that sometimes I don't think so

C What do you mean — sometimes you don't think so?

S It's when she's getting all the praise I don't like it. Maybe I'm even a little jealous of her

C You're a little jealous of her

S I guess so but only when they compare us I don't think it's fair

C It's not fair?

S No because she's smarter than I am and I don't think they should compare us

C Well Clara I have a class and we must terminate this session Would you like to come in and see me next week at the same time and we'll go on talking

S Okay — I'll see you next week then

C Okay Clara — goodbye for now

[It would seem that the teacher has a counseling case with Clara He appears to have established a good relationship with her despite his tendency to repeat intellectual comments and to ask questions rather than

stress the feelings that are being expressed by the client. Clara can probably benefit from counseling although many of her troubles would appear to stem first from her parents and later from some of her teachers who show little in the way of sensitivity and understanding.]

Don

Don, a third grader, is always in difficulties when he walks to and from school. His older brother, who is married, came to see me one day to ask my help in straightening out the situation. The main cause of the trouble is a next door neighbor, Donna, who is in grade six at school. After the brother's call I asked Don to come to the office so that we could talk things over.

C: How are you, Don?

S: Okay.

C: How are things working out with Donna?

S: She didn't bother me today, but she sometimes calls me names on the way to school. I don't pay any attention to her.

C: So you don't pay any attention.

S: No, names don't hurt me, so I leave her alone. I just walk down to the school and I pay no attention to her.

C: And so she had bothered you.

S: Well, she just called me names.

C: What names?

S: Batty, stupid, macaroni.

C: You feel that she shouldn't call you these?

S: Yes, Miss Ohlsen.

[Not an unnatural feeling!]

The bell rang at this point and the session was terminated. Several days later another session was held.

C: Is this the first time Donna has bothered you since our last talk?

S: Yes.

C: You feel that things are better?

S: Yes.

C: Why?

S: I go to my brother's house every day after school.

[The teacher dominates and directs these sessions. Don has little opportunity to express his feelings, and the teacher may thus lose the chance to understand what some of his real problems may be.]

C: You feel going to your brother's helps?

S: Yes.

C: What do you do on Saturdays?

S: I go on bike rides with my friends.

C: Things are better that way?

S: Yes, if she leaves me alone.

C: You say this is the first time she has bothered you in a long time?

S: No, she walked across my lawn.

C: What do you do if your brother can't come for you after school?

S: I stay in after hours.

- C You stay in alone?
 S No my grandfather is there
 C You feel that the only way to avoid trouble is to stay in the house?
 S Well I pay no attention to Donna My sister Lucy got all scratched up one day — we were playing and Donna threw rocks
 C She threw rocks at you?
 S Yeh we told her sister Elsie If it weren't for Donna her brothers would be good

The talk stopped here The trouble still continues so we will have to continue with our talks

[It would not appear that this conversation would be of too much help to Don who would seem to be doing the best that he can Donna is the one who is in need of counseling although it is not likely that this sort of session would help her very much Could the school initiate some plan so that Donna could talk to a counselor about her activities her plans and her ideas?]

Mary

The scene is the guidance office of a junior high school A school counselor is seated at his desk A young girl looks in at the open door She raps lightly at the door casing to get the attention of the counselor

- C Oh good morning Mary
 S Good morning Miss Redmond May I talk to you for a few minutes?
 C Yes of course come in and sit down
 S Miss Redmond I want to tell you how awfully unhappy I am just now (She begins to cry)

C I am sorry that you are unhappy Mary

[Sympathy is nice but the counselor must be careful that he does not overdo it Understanding is therapeutically better and professionally safer than sympathy]

- S You know that I'm doing pretty well in school this year don't you ?
 I did all right last year too but I'm doing better this year I had all Bs and Cs on my last report.

C That is better

S Well that's why I don't want to leave

C Leave?

S Yes I'll be sixteen next week and my parents tell me that I'll have to leave school But I don't want to I want to make something of myself I know that I'm a little old for the ninth grade but I've missed out by moving a lot (crying)

C Perhaps we can reason with your parents Maybe they will at least let you finish the ninth grade

[This may just be a false reassurance Better to react to the feeling that she is expressing]

S I tried to tell them that So did the minister Mr Blue But my parents are terribly old fashioned My father says a girl just gets married. He says I'll get married before long and going to school will just be

a waste. My mother thinks that I should work and turn in some money before I get married.

C That's how they feel about it, eh?

S I wouldn't care, Miss Redmond, if my family was poor. You said in group guidance that sometimes people had to leave school for financial reasons, but my father has a good job and my older brother is working. Besides, I promised that I'd get an after-school job to pay for my clothes and things.

C That would help.

S Not with my parents. They said that if I finish the ninth grade I'll have the most schooling in my family. My brother quit at the end of grade 8. They think that it is silly for a girl to have more schooling than a boy.

C Your brother wanted to leave, as I remember.

S Yes, he hated school. He's not working now. He says it's hard to find a job, so he just hangs around.

C Your parents don't object to that?

S They don't seem to. My father got him an old car, and he spends a lot of time fixing it. He's got a license now, and my mother gives him money to buy gasoline.

C He's probably happy now out of school.

[The last few comments of the counselor have been somewhat extraneous and do not help the client too much in the expression of her feelings.]

S He can't see why I want to stay in school. He doesn't want to be anything. I want to be a practical nurse, but I have to finish the ninth grade anyway to do that. And I'd really like to go through the twelfth, but I guess that's out.

C We can help you with information about night school if your parents still will not relent. Also, I'll give you a placement referral. If you think that a call from me to your parents would help, I'd be glad to make one.

S Thank you, but nothing will help with them. I've tried, and so have some of the neighbors, but it doesn't work. My father talked to a friend of his and got a promise of a job for me in a jewelry factory starting in two weeks. A jewelry factory. I don't want that. (cries)

C You still have a week, Mary. Perhaps something will turn up.

[Again, almost certainly false reassurance. As is so often the case with children, the solution of Mary's problem depends on factors over which she has little or no control—in this case, Mary's parents. This would appear to be another one of those cases where the school cannot sit idly by if it has any real interest in the future welfare of the child. The school quite frequently is the child's last hope, and the classroom teacher can do much to improve the lot of the child who gets little or nothing from the parents in the way of a positive preparation for life.]

Susan

S Mr. Moore, may I speak with you for a minute?

C Why, certainly, Susan, come right in.

- S I'd like to take Italian
 C Oh
 S I want to drop math I hate it but I like foreign languages They tell me Italian is like Spanish I got an A with you last year in Spanish
 C Yes I know Susan You were a very good student and I'd like to have you in Italian But what do you expect to make your life's work?
 S I want to be a veterinarian
 C Don't you have to go to college for that?
 S Yes you do and you need math to get into college. But I figure on taking math later on I don't like the teacher I have now
 C Oh
 S I've always had trouble with math and I've had this teacher before and I always have trouble with her She and I don't hit it off and she can't teach either
 C You think your trouble with math is her fault
 S Well partly at least I think that I'd do much better with another teacher don't you?
 C Well are you able to change math teachers?
 S No they won't let me
 C Who won't let you?
 S The guidance people
 C Oh you mean you've talked it over with your counselor?
 S Yes but he was no help He's a math teacher too He just told me to try harder and he said I couldn't drop math
 [These are somewhat unusual comments to come from a counselor!]
 C Oh do you intend taking Italian without dropping math?
 S No they won't let me do that either I guess I'll just have to keep on with math but I sure would have liked to take Italian well so long Mr Moore
 C So long Susan

[If the guidance people react generally as they have with Susan it would appear that they increase anxieties rather than reducing them In too many schools guidance is tied in with the academic and administrative and the counselor has little to qualify him for his position]

Henry

The following is a transcription of an interview between a junior high school principal and an eighth-grade boy and it illustrates how a principal cannot be a counselor The boy approached the principal to see what could be done about his situation The boy has received a warning in both English and Social Studies He has both these subjects with a Mr Brown who is a beginning teacher

- C Well Henry what's your problem ?

[This is a bit abrupt for an introduction Maybe Henry doesn't want to talk about his program even though he comes to see the counselor]

- S I got er in English and Social Studies I got warnings and those were the only two subjects I got a warning in and those are

the ones I have Mr Brown in So I wanted to get changed to a different English and Social Studies class and see how I could do in that

C You got two warnings from Mr Brown?

S Yes

C In English and Social Studies ?

S Yes

C And you want to get changed to another class ?

S Yes (long pause)

[It is to be expected that the boy will be somewhat reticent with the principal. The principal may be the best fellow in the world but the fact that he is a principal makes it difficult for him to function as a counselor.]

C And why do you want to get changed to another class?

S I wanted to see how I could do in it I know that I can do the work but I just can't seem to understand him

C You don't understand Mr Brown ?

S Yes

C What is there about him that you don't understand?

S It's ahh I don't understand the way he talks He doesn't talk clearly enough

C How do you mean isn't his speech clear?

S He doesn't say his words in a sentence. He splits them and then waits a few minutes and then says the rest of the sentence. He doesn't talk well I mean he talks about two different things almost all the time

C Two different things at the same time?

S Yes about two different people. He goes to one person then he goes back to the other one and tells you things to remember then when you remember them he tells you something else to remember. He doesn't tell you what to do all at once. He tells you at the beginning of the period something to do and at the end of the period something to do and er ah

C Well he tells you what to do. That's clear isn't it?

[Henry may feel that the principal is defending the teacher.]

S Well er yes but he doesn't explain it right what to do that's all

C But is it clear or isn't it clear what he wants you to do ?

[The principal is being too academic. If Henry is emotionally upset he may be incapable of intellectually explaining his difficulties.]

S He says it clear but he just doesn't express himself clear. He tells you er he just doesn't er tell you right

C Mmmm you mean the difficulty is in understanding what he wants you to do

S No er I just don't understand him the way he talks. He says three words and then he waits and says three more words

C You don't understand the er words ?

S I understand the words but I just don't understand er the way he talks

C You don't understand what he means?

S Yes.

C You don't get the meaning of the sentences?

S Yes . . . (sigh) . . . but they ain't sentences though . . .

[One could not blame the principal for a certain amount of confusion at this point!]

C: You mean he speaks only parts of the sentences?

S Er . . . yes . . . and then he says the rest. . . . He says about three words, and then he looks at you . . . and then he . . . he walks around, and then he says the other three words He doesn't . . . er . . . he talks different from all the other teachers It's so different to . . . to . . . listen to him He doesn't have you do reading work or anything . . .

C You don't have any reading to do?

S No . . . but I'm used to that . . .

C You mean you are used to reading?

S Yeah . . . we used to just read . . . the . . . ah . . . read out loud, or sometimes we'd read silently . . . the whole chapter . . . the whole book . . . and the . . . ah . . . she used to give us a test on it and tell us to pick out the meaning of the whole chapter, and we'd pick out the main things as we read along She used to tell us to stop and to remember that. Then we'd put a little check beside it in pencil and later erase it, but mark them down on a paper and study them for a test. And I used to get B or C . . .

C You're speaking about last year . . .

S In . . . ah . . . yeah . . .

C But you don't have reading now . . .

S No . . .

C Do you have assignments made in the text for homework?

S Yes . . .

C Couldn't you do the work by studying the homework, then . . . and understand what Mr Brown wants you to do . . . ?

S I know . . . I know how to do the work . . . but when he tells you the assignment . . . he doesn't make it clear . . . what he . . . what he means for you to do He tells you to do one through ten, and he'd like you to put down the nouns—and then he'll change it and say to put down the verbs, and then he'll say . . . you get all confused, you know He keeps adding things . . .

C Eh . . . he adds things . . . you mean that after you've done one thing he adds something more?

S Yeah . . . like he'll be talking about nouns and sentences . . . and then he goes over to a different kind of thing . . . like adjectives . . .

C Oh . . .

S And then he comes back to nouns . . . I mean . . . well, there's nothing wrong with that, but I mean . . . in the sentence . . . he goes to too many things at one time . . .

C Too many things at once?

S Mmm . . .

C Well when a man is building a house he does one part then he adds more onto it He continues to build the house Is that Mr Brown's plan?

- S No it's the er it's not that he doesn't know what he's talking about or he er doesn't know what he's doing it's just that when he talks about what he's trying to say he just doesn't express it right I just can't understand him
- C But you *understand how to do the work*
- S I know how to do the work but when he gives me an assignment I don't understand him And then when he tells you things that are not in the book he'll say three words and *then he'll say three more words* you just think of the three words and then when he says the rest of it you don't get the meaning of it He just says ah he gives you ah the time and the place er of the thing and you write that down er about one person and *then he'll write about another person* and he'll ask you something about him And then he'll start telling you something else and then that's where he stops And when he tells you to remember it you can't understand what you're supposed to remember you.
- C Could you write it down when he tells you these things and words. *Could you write them down and remember them in that way?*
- S When it's just eh yeah I can write the things down all right but when he's just telling you something like out of the book well he just says it he
- C Maybe it would be easier to write the things down and remember them that way Have you tried that?
- S Yeah I write them down when he tells you to write them down but then if he's telling you something like not a sentence but something like about the Evolution War or something like that When he says it he says it sort of funny

[The sorely confused principal wisely refrains from any questions about the Evolution War!]

C Ummm

S He talked different when you were in the room the other day as if he was as if he knew something he talked down He doesn't always talk like that

C Mmm now you have trouble both in Social Studies and English then You mentioned er something about the parts of speech and then you told me about these people that he'd tell you about And then he'd tell you about another one er you were thinking about Social Studies then?

[The principal side of the so-called counselor may have been coming in here He may have felt that as a principal he should not encourage the children to talk about the teacher whereas a counselor should do his utmost to help the child to feel free to talk about anything that is of importance to him]

S Yeah

C You got a warning in both English and Social Studies?

[Another change by the principal]

S Yes I think that well I got him for both of these subjects and I think that that's the reason I didn't do so good I know what

I know what he's talking about, but then when he gives you tests and tells you things to remember . . . and he doesn't express the . . . ah . . . he just doesn't talk right . . . and you can't . . . you can't remember it. I write them down . . . but then when I write them down I get them all mixed up. He gives you half the sentences . . . he doesn't give you the whole sentences, you know . . . But when he's giving you the test he gives you the whole sentence, you see . . . he gives you half of the meaning . . .

C Are the tests . . . er . . . too hard?

S No the tests aren't too hard . . . I could probably . . . could do them if I knew what he was telling us to remember . . .

C The tests are mostly questions about things that he has told you in class . . . the answers to the questions he asks you on the tests are not in the book. Is that right?

S No . . . sometimes he takes a few out, but most of the time they're in the book . . .

C Well . . . er . . . have you read the book carefully?

S Yeah . . . I read the book . . . but you can't find the places that he's been telling you about. You see something, and then you . . . well, it's something about what he says, but then he only gives you half of what it says in there. You know what I mean? And in the prose and the poetry he just . . . he doesn't have you read anything . . . He just picks out places and you just read it . . . just while you look at it . . . He doesn't give you any chance to read it silently . . . and then he tells you things about it, even before you read it . . . he tells you things and you don't even know what it is about. He just picks out things . . . just like that . . . Sometimes he . . . er . . . lets you read a page or two . . .

C You mean that he tells you things to look for when you read the story . . . ?

S No . . . ah . . . he tells you . . . he just tells you things about it, and when he tells you you can't understand him . . . the way he . . . er . . . talks. His words are plain, but he just doesn't say his sentences correct.

C Uh . . . hu . . .

S Then sometimes he adds half of one . . . to another. I dunno . . . he just does it funny. He doesn't put sentences . . . not what . . . they're all about the same subject, and they're about the same person . . . but they're . . . different . . . about different things. . . .

C Uh hu . . . now, when Mr. Brown says to prepare for a test, do you take the book home and study that?

S No . . . he's just . . . he says we just have to be able to recall the names. . . .

C Yes . . . but if you can't recall them, do you study them?

S Yeah . . . but he doesn't tell you what he's going to give you the test on . . . he doesn't let you read the book. . . .

C Doesn't he let you read it . . . ?

S No, he doesn't give you any reading . . .

C But you could read if you wanted to

S No. He tells us to watch him while he's talking

C Yes, but I mean after school is over, couldn't you take your book home and read and study about those people . . . ?

[This would appear to be wasted effort. Henry is hardly in a condition to benefit from intellectual suggestions]

S Yeah I know I could take it home and read it but when he comes in he just talks and talks and then maybe he gives a test, and I don't understand him the way he talks he talks funny

C Uh hu the things you study never come up in the test

S No he changes them around

C So that you don't recognize them

S Yes yes

C And so you don't give an answer?

S No I give an answer but it will be wrong because of the way he's changed things around

C Uh hu

S And then he'd mark it wrong

C Hmmm

S Or he'd give you two thirds of the mark or something like that.

C Oh you mean he doesn't always mark things correct or incorrect?

S No

C You mean he gives you a partial score?

S Yeah

C You think that is good?

S Yeah

The bell rang at this point and the remainder of the conversation could not be distinguished on the tape

[The principal has a difficult problem here with a boy who has great difficulty in making himself understood. The principal's confusion is understandable and the conflict of roles is quite evident.]

Stella

One morning in the lunchroom Stella came up and spoke to the teacher

S Gee this school has sure gone to the dogs

C Oh what seems to be the trouble?

S Gosh you can't do anything around here any more. There's so darn many rules. It's just like jail

C You think so?

S We're treated like babies we can't even go across the street to the store

C Oh I think maybe you can. What makes you say that?

[The teacher has gone along with Stella up to this point much like a counselor but she now begins to use more of an intellectual approach and she starts to reason with the girl. The discussion is pleasant but Stella is no longer expressing her feelings]

S Those old noon passes. We can't go uptown and we can't even cross the street. It makes me sick

C Oh I don't know Stella. I'd trust you anywhere but we have to have rules that fit the group. Some of you won't take advantage of the privi-

- lege but there are many who would and have Don t you remember the boys spending the noon hour in the field smoking?
- S Yeah but I never did anything
- C I know dear but can t you see that we need to make rules for the majority
- S I suppose so
- C You know Stella that if you have a note from your mother you may be allowed to go to the store once a day Don t you think that s fair enough?
- S I guess so
- C It s not really as bad around here as you think is it?
- S I don t mind it sometimes but I hate to be treated like a baby
- [Stella maintains her original feelings without achieving any greater understanding of why she feels as she does]

Peter

Everyone at the John Brown school knows that he has to bring an excuse signed by his parent after being absent. Peter sauntering into the room five minutes late floundered around for a couple of minutes banged his desk cover sharpened his pencil knocked two coats on the floor and finally landed in someone else s seat

C May I have your excuse Peter?

S Ain t got none

C Well I ll have to see you after school We can t talk now

[The teacher wisely refrains from pressing the issue in front of the whole class]

Later on

C Now Peter I asked you to stay because I heard you were absent with out an excuse yesterday too

S Naw I wasn t neither I missed the bus

C Oh was that it? Why did you stay out all day then? You could have come along and come in late better late than absent you know

[If Peter is lying he is being pushed into a corner]

S My father pays taxes I got a right to ride and I ain t walking for nobody

[Peter shows the chip on his shoulder Do we accept his hostility react in a hostile manner to him or try to reason with him? Only the first could be considered to be an aspect of counseling but many teachers like this one try the reasoning approach]

C How far is it?

[The reaction might have been to the feeling Uh hu people don t make you do things you don t want to do]

S Over a mile I ain t walking no miles for no bus driver

C Well Peter I see how you feel about it However I m wondering if you are not punishing yourself You ve missed the whole day The work has to be made up You got the wrong kind of attention in the

office and you have to wait for the late bus now when you could have been home And you still must bring the excuse tomorrow

S It ain't my fault. The bus was two minutes early

[At this time it is likely that Peter will find some reason for anything he may have done]

S Well watches vary you know You might have been a little slow two minutes isn't very much

S My father says he pays taxes the bus is supposed to be on time

C Do you always get there at exactly the same time yourself Peter?

S Naw I have things to do mornings He's supposed to be there though

C I wonder if the bus driver has things to do mornings too Do you suppose he presses a button and that bus with children in it just pops right on the corner or does he have lots of traffic and other things that might interfere and make it hard to get there at the exact minute that he is supposed to ?

[The teacher continues to be patient but the approach is at the intellectual rather than the feeling level Peter may be wrong on all counts but it is unlikely that this approach will have the slightest effect on him]

S Oh I guess it's hard He has to wait for kids sometimes if they get stuck across the street

Peter talked for a while about bus drivers The teacher felt better about the whole incident then

C Well Peter I'll expect the excuse tomorrow After this you'll try to find some way to get here even if you miss the bus

S Me? I ain't coming no other way My father pays taxes I got a right to ride on that bus

John

John a junior in high school has been playing varsity hockey He has missed two practices and one game without letting the coach know about it The following conversation took place one morning just before school

C Hi John come on in

S Hi here is my equipment I'm quitting hockey

C Why?

[The coach begins by dominating and directing and maintaining this attitude throughout the session Had he been more acceptant of John's feelings the results might have been different A better reaction right at the beginning would have been the well known Uh hu]

S I'm not getting anywhere playing second string

C John when we began the season you were my number-one substitute Remember?

S Yes

C What happened?

S I don't know

[John is now responding to the directions of the coach who gives John no chance to talk about what may be important to him. He thus loses the opportunity to get at what may be the real reason why John wants to quit hockey—if this is really what he wants to do.]

C Do you remember at one of our first practices I told you fellows to come and see me if anything was bothering you?

S Yes

C Why didn't you come in and talk it over

S I don't know

[People do not come in to talk things over simply because they have been invited. They must feel that they will be understood and they will be accepted and there must be enough in the way of pressure to make them feel that they want to talk with such a person.]

C John you know that I've told you before that your two biggest weaknesses are that you're slow and you're not aggressive enough. And this past couple of weeks you've seemed to have lost all your zip

[The coach stays on the mechanics of hockey. John is almost certainly just as aware of his weaknesses as the coach. He needs someone who can understand and listen to his version of his difficulties.]

S I've had a cold

[John has to say something!]

C Why didn't you say something about it?

S I don't know

C You must realize that the competition is tougher this year and you can't expect to play full time

S Yes but I'm a junior and I don't like being second string

C Don't you think you're giving up too soon?

S I don't think so we've been practicing since November

C I know that but we haven't even started our league games yet. Why don't you give it another try?

S No I don't think so. Anyway my family is moving to Florida next month

C Are you going to live there permanently?

S Yes

C Do you still like hockey?

S Yes

C I suppose there won't be much hockey there ?

S I dunno

C Well why don't you stay with the team at least until your family moves. You'll be helping us and you'll be getting more experience

S I'm not getting much experience sitting on the bench

C I realize that but remember you were number-one substitute when we started the season. If you came back and showed some hustle and fight you might get the job back again. How about it?

S No I guess I'm just not good enough

C Gosh John I think you're making the same mistake that Joe Ring did quitting before giving yourself a real chance

S I don't think so

- C Do you think that you have had a fair chance to show what you can do?
 S Yes I guess I'm just not good enough
 C Well okay John I'm sorry to see you quit I think you're making a mistake Leave your equipment over there, here's a late slip to get into your home room
 S Thanks

[There is a good chance that both John and Joe did not really want to quit hockey. If they had had a chance to talk over some of *their* feelings they might have decided that they would like to keep on playing and thus help both themselves and the coach. John was given little assistance in this session to say what he may have needed to say.]

GROUP 3

Fred

The respondent in this interview was known to the counselor prior to the interview which was the initial contact in a counseling situation. He is a grade 9 boy. He approached the counselor in the morning saying that he would like to have a chance to talk with the counselor.

- C Hi Fred
 S Hi Mr. Dod
 C Have a seat won't you?
 S Umfph thanks
 C How are things going with that basketball team of yours?
 S They're doing okay we lost the last two games so we ain't in first place any more but we're doing okay
 C The season won't last too much longer
 S No this is the last week. We're going to play the Bruins today and some other team in a couple of days. Maybe we can get in first again I don't know
 C At least there is some hope hm-mm-m
 S Yeh I guess so (long pause)

[The student has made his introductory comments. Should the counselor wait him out in a pleasant manner and thus force the student who has initiated the contact to discuss something else that must be bothering him? The Client-centered counselor would say "Yes." In this case the counselor breaks the silence with a directing question.]

- C You said this morning that there was something you wanted to see me about
 S Yeah I figured that you are my guidance counselor so you should be able to help me

C Uh hm-m you need some help

[This is a good reaction. The counselor does not make the mistake of being too profuse and promising things that he cannot do.]

- S Yeah I've been thinking and thinking but I can't figure out what to do
 C It's something that has troubled you for a while hm-mm-m

S Well yes but more this year than before It gets worse all the time Anyways as you probably know I'm taking all those college subjects like Latin and that sort of stuff—you know those things you need for college All the kids who figure they are going to college are in all my classes I mean I'm in the same classes as they are And I took all these courses as electives but I don't want to I can do them all right but I don't like that sort of stuff Do you know what I mean? I can do the stuff and pass and get good marks if I want to but I don't like it.

C You don't find it difficult, but there is little satisfaction in it for you—is that it?

S Uh huh it doesn't do anything for me it leaves me completely cold. I sure wish I didn't have to take it.

C You feel you would be more content if you hadn't elected to take it. [This isn't quite what Fred implied as is indicated in the next comment.]

S Yeah if I hadn't chose it. (definite note of sarcasm) A lot I got to say about it. I can't see my taking it but my folks say I got to They can't get rid of the idea that I'm going to college

C Um hmmm (long pause)

S Maybe it's okay for them to want me to go to college but I should have some say about it I say to 'em I don't feel like going to college they clumb all over me and ask if I don't want to be something and make something of myself and then everybody gets mad and has a big fight.

C Seems like kind of a touchy point around the house hmmm

[The counselor is acceptant and makes no attempt to take the side of either Fred or his parents]

S And how! (long pause) And I take this stuff in school cause they say I got to and so I don't have to hear about going to college all the time in big lectures I'd rather take some other stuff and not have to take this college stuff I don't want to get them all riled up over me all the time through What do you figure I can do Mr Dod?

C You feel that you need someone else's opinion on it?

[The counselor reflects the feeling and does not answer the question]

S Yeah I figured that you are my counselor so you could help me out. Say was that the bell for F period?

[The counselor at this point may have felt that he was saved by the bell]

C Yes I believe it was—do you have to go?

S Yeah I got Latin

C You can stay if you like I'll let the office know you are here I'm sure they will excuse you.

S No we got a test and she gets all shook up if anyone is out for a test. I better go and come back later

C Okay Fred how about tomorrow morning during homeroom period?

[Fred has already indicated that he wants to come back so the counselor mentions a specific time If Fred had not indicated his plan to return, the

counselor should not have pressed him to return but rather leave the question up to him. Saying: Would you care to come in again, Fred? would be as far as he should go. Some counselors would feel that even this was being too directive.]

Joe

Joe Dim is a senior in high school. During the past three years Joe has been very active in the school's extracurricular activities and he is very popular among the boys and girls of his own class. He works well for all his teachers and he has never been a behavior problem. During the first quarter of this term Joe made Honors, earning a B average in all of his subjects. He is an only child and at present is living with his mother. Mr. Dim died five years ago. In the last two weeks Joe has been late for school three times. This has never happened before. According to our school policy his name will be referred to the office the next time that he is late for school. The other day the principal made it clear through his bulletin that students must adhere to the school rule on tardiness. Joe seemed concerned over this fact. At 2:45 P.M., after school Joe walked into my office and the following conversation took place:

S: Hi, Mr. Mell, may I come in?

C: Certainly, come on in. I'll be here for a while yet.

S: Well, uh.

C: Yes.

[This can be an understanding and warm comment or it can be a sharp and questioning one.]

S: I came well, uh, to talk to you about my being late for school.

C: Uh, hu. I see that it is worrying you.

S: It sure is and before it happens again I want to do something about it.

C: Something to prevent it, Joe.

S: Yes. This is unusual for me. In the past I've been a good student and would like to continue if I can, but I'm.

C: Uh, hu.

S: You see, I just can't help it, well, not exactly.

C: Uh, hu. something is making you late.

S: Well, yes. Sometimes I just don't know what to do. It's my mother, Mr. Mell. My mother was always so particular about school, almost overambitious, but now I'm a senior, Mr. Mell, and I would like to graduate this year, but I have my doubts that I will do so if this trouble continues.

C: Eh, trouble, Joe?

S: It all started out of a clear blue sky. As I said before, I like school and I want to continue, but I just can't keep on going to school under these conditions.

C: Uh, hu, you mean these conditions that you talk about, Joe.

S: Well, well, it's Mother, she's nagging all the time about school and about work.

C: School and work?

S Yes That's how the nagging started Maybe I shouldn't be talking this way about my mother I

C Uh hu

S How would you feel? Mother wants me to quit school just when I'm about to graduate It all started last September Mother talked about a part time job then Now I work part time and she

C You do have a part time job now?

[It would probably have been better at this point to reflect his negative feelings about mother rather than referring to his job Joe might grasp this excuse to talk in the much safer area of the job situation rather than continuing with the possibly threatening and guilt arousing talk about mother]

S Yes I do When I started working at the store I thought that the nagging would stop but I found out differently

C Yes ?

[The counselor should be careful that this is not interpreted by the client as being 'Yes yes go on tell me more']

S You see I thought that by getting a part time job Mother would be satisfied Dad left us comfortable and I always felt that I could devote more time to my school work Dad had the same idea as I have about school and as I said before until a short time ago Mother did too Believe me I can't understand the change in Mother

C She has changed a lot ?

S Well I don't know She used to talk about a part time job but now she insists that I quit school and get a full time job She seems to have a different attitude toward me and toward school in general At times I feel neglected

C That's one of the things that.

[At this point a better comment might have been 'Ummm you're just not getting the attention that you feel that you need']

S It hurts Mr Mell it hurts I felt it coming slowly Mother's interests are different now She doesn't seem to be the same mother that I used to have Last summer she oh maybe I shouldn't be talking this way

[It is unfortunate that so many children must grow up feeling that they shouldn't feel the way they feel Guilt is a dangerous weapon of repression]

C Uh hu

S Mother met Mr Dom while we were on vacation last summer Maybe I should have noticed something then

C Uh hu

S Well uh she doesn't stay home very much these days She comes in at all hours of the night and when she is home we spend the time arguing On many occasions she comes home just before I start out for school At times she is in no condition to be left alone She often gets a little boisterous and rowdy

C This is what causes you to be late ?

[This tends to ignore *his feelings about his mother* It might be better to react to this with a comment such as Uh hu you mean that she's not really in control of herself]

S Uh hu I know the neighbors they are talking about mother and Mr Dom and about me too when she's in that condition she doesn't want me to leave for school calls me all sorts of names and yells at me to go to work instead of to school she isn't the way she used to be before she met Mr Dom I I just don't know what to do about it

At this point the boy was visibly uncomfortable and embarrassed His face was red and he was becoming more hesitant in his conversation Just as I was about to inject a terminal statement he resumed

[This would seem to be a poor time to inject a terminal statement unless of course the counselor had no choice because of time or other commitments Joe is now coming forth with much feeling and it is the function of the counselor to help Joe to experience this feeling in a positive and learning manner The counselor could show his understanding of Joe's predicament by his facial expression and he might make some comment such as Uh it's a pretty difficult thing to think about and to talk about Joe]

S Why one of the neighbors asked me point blank the other day when mother and Mr Dom were getting married and that's another thing mother has mentioned several times that Mr Dom will not marry her if he has to support me He wants to be sure that I have a job and can support myself

At this point the boy mentioned that he had to attend baseball practice I thought this would be a good time to terminate the interview The boy seemed somewhat relieved however and this was the first of a series of five interviews with him

[If the counselor had the time it might have been well to continue the counseling session as long as the boy did not indicate that he wished to terminate The fact that the boy did return for four more interviews however shows that the relationship that was established was a positive one Mistakes in counseling procedure however may mean that although the counseling contact continues in a pleasant manner it is not as productive as it might be]

Line

[This is a second session between a counselor and a junior high school boy age 14 grade 8]

C You were speaking about going over to play football at Denison

S Yeah they have all the sports over there

C What do you mean ?

S Well you know football basketball and all of those games I'm not nuts about any of them I'd rather play volleyball or bad minton — any of those games where you play by yourself and you've got to win I like those games

C You don't like to play any of the others?

S No

C You prefer games where you play by yourself?

S Yes I like to stand there and figure things out for myself. In football everybody is going after one thing where as in volleyball or basketball you've got to keep things moving to keep whatever you're playing with off the ground.

C Uh hu eh you spoke about not minding playing football but you don't want to go to Denison.

S I don't like playing there either. I don't understand it and all the boys I am playing with are very good. Somebody hollers that you've a down to go and I don't understand what they mean. I just stand there wondering what they are talking about. I have heard it over television and then they play in the backyard or in a vacant lot. It would take me a couple of months or weeks and I would really have to keep my mind on it to learn all the different parts of those games.

C And you're not particularly interested in learning.

S No I would rather play volleyball or badminton or something like that.

C Eh why is it that you are not as interested in it as the others?

S I've seen some of the games over television and I have gone to a couple of games over here where people have got hurt. And then you go home and your mother and father start talking about it. I'm not nuts about it.

C Uh hu they talk about it.

S Well they would like me to get into the games but my mother does not want me to get hurt and my grandfather doesn't like to see me playing those games anyway. He would like to see me play tennis or some game like that where you are not likely to get hurt like in football.

C And they are concerned about your getting hurt?

S Well they don't want me to get hurt and I think I will get hurt sometime like twisting an ankle or something like that. They don't want me to ever get into anything like that.

C I gather that you're saying that your folks and your grandfather protect you pretty much.

S Well I am let out on my own quite a bit but going to different places and then my grandfather was killed. Anything like that now I am scared of. My mother and father tell me that nothing will happen to me and that anyway I would get better but they were telling my grandfather that he would get better and he passed away. And then it seemed that accidents would happen all the time right in front of our house and the more they would happen the more scared I got. I began to play basketball and football and a couple of kids and one kid broke his leg and I said No this is not for me. So I play if I have to but I still don't like it. I've seen kids get pushed and the cleats would hit them or they would get stepped on. I am not nuts about that.

C Do you play in your own yard or with boys in the neighborhood?

[It might have been better at this point if the counselor had reflected the boy's fears instead of asking the question.]

S Oh yes the kids come over and if we do not have anything else to do in the fall and winter we throw a football around we just kick it around I don't even know how to throw a football

C You seem to feel that you don't know as much about playing football as some of the other boys

S No I don't I don't even want to learn to play If someone told me I had to learn to play I would but I am not as nuts about learning to play football as I am about baseball Baseball I understand I mean it would take me about a couple of games to see what to do and what not to do Baseball I would rather play than football

C Do you go to the baseball games?

[Another unnecessary question directing the boy away from what he considers to be important.]

S Yes and those games I've gone to I did play a couple of games over here at Cottage Street and at Denison I wrote up to New York to get tickets to one of the baseball games and they sent them to me We were all ready to go when someone came down sick, but every body said it was just a cold and that we should go to the game

C Somebody in your family?

S Yes but we said we'd stay with them to make sure they didn't get worse or anything So we went to their house and as it stands now I never have seen a big league game We were supposed to go again this year with Mr Taft but he left the school so we didn't go this year either

C It seems as if you missed out on

S Yeah oh I mean I could go but my mother and father are afraid to let me go by myself They won't let me take a bus It seems like every time I want to go some place an accident happens They don't want me to get hurt

C And how do you feel about it?

[Again the counselor directs Linc away from the discussion of his parents' fears.]

S Oh I go along with them I mean because I have seen bus accidents Different things Going up to Connecticut once we had a bus in front of us and it went off the side of a cliff That got me quite nervous and I don't like taking bus trips where you have to go long distances. In the school bus I feel a lot safer because there are a lot of other kids with me but going on a bus with a lot of adults where I will be gone a long time I am not nuts about going Going down to New Haven and those places I would not be afraid of because I would be with a lot of people With adults and changing buses and kids talking I sort of forget that I am on a bus I'll go downtown and those places, but I would never take a bus to New York or any place where you would be driving and riding for any length of time

C You prefer some other means of travel?

[Note again how this misses the feelings being expressed. This is a typical intellectual reaction to the content of the client's statement.]

- S Yes I'd rather go by car or train but that's not too good
 C You mentioned when you were in the other day about playing around at home and how you were afraid that you might break things in the house. Do you feel the same way when you are at your neighbors or at school?

[The counselor now begins to ask some directing questions and thus runs the risk of diverting the boy away from something that he might wish to talk about.]

- S At home I'm plenty afraid with other kids in the house because mother has a lot of china and glass in the closet. They are also going to get a new TV set. We have a dog and when I play around in the house I would like to throw a ball but it hits things and scratches them. At a friend's house I'm a lot more braver than in my own house. If I'm playing in some place where they don't have such expensive stuff I'll play. But if we play in a living room or some place like that where they have a mess of glass on a coffee table or something like that
 S I'd rather sit down and not play. I wouldn't want to break anything and then get into trouble so I'd rather play in a room where there is not much to break or if we do break something it is not very expensive and we could pay it back.
 C So you are much more comfortable in a place like a playroom.
 S Yes outside or in a playroom. I'm a lot braver than in the house where there is a lot of glass, a picture window or something like that.
 C Where there is a chance of something happening?
 S Something going out a window or something breaking something else.
 C You mentioned what you could do about the gym. Just what is the set up? You mentioned going to Denison? What is the arrangement? Are all the teams going over, or

[The counselor continues the questioning. What is the purpose of this?]

- S No they'll pick up a team, the champion team of Garneau and then they will play the champion team of Denison and Alex Taylor and then that team will play some one else and they will keep going around. But I'm not nuts about it. I'd rather stay here at Garneau than go over to Denison or Alex Taylor.
 C You feel a little hesitant about competing with other schools with other boys?
 S I'd rather play with other boys from other schools here at Garneau.
 C Oh you mean if they came over here.
 S Then I would but I'm not nuts about playing over here either. But here at Garneau if they told me I had to I'd play along with them but I'm not nuts about leaving school and going there to play or even going over after or before school. I'd rather stay around here at Garneau and do something that I know I can do.
 C Uh hu such as
 S Oh by helping another boy or girl when some teams won't go with us. I would rather stay here with those kids while the teams go over

to the other schools But in basketball or badminton or other games like that I'd play

C You mean you'd go over to one of the other schools and compete in anything other than football or basketball?

S No I wouldn't want to go over with football or basketball

C How do you feel about playing football over here with the kids that you know?

S Oh I play but I'm not nuts about it I mean I simply have to play to pass gym so I play I mean if they told us we could do something else I'd be right there doing something else

C Do you have any idea what this something else might be?

S No but anything else that we could do except those two games I'm not nuts about playing

C You mean you don't enjoy those games where there is bodily contact where you're bumping into each other or something is that right?

S Yes

C You like games where you're more or less playing by yourself?

S Yes so that you know if you're going sideways, you won't do something wrong or hit somebody and maybe hurt them

C How about playing on a team Do you have any feelings on that?

S Playing with a team of four or five I'll play because I know that I have a lot of room and won't hit anybody But if a team has eight or nine people you are in quite a mess I'm not too afraid of volleyball because you're off by yourself trying to hit the ball to the other side so I'm not afraid of that But in football or in basketball when you've got some of the other kids after you to take the ball away from you (laugh) when you see somebody coming after you you get scared I'd play if I had to but I'm not nuts about playing

C Things seem to kind of scare you

S Yeah I play but when you turn around and see somebody coming after you and you want to run faster but the faster you run the faster the other fellow seems to run I'm not nuts about it I'd rather play where you are on your own and playing with the ball and if it goes to somebody else you don't have to worry about it

C Do you think of anything you'd rather do than play games or do you enjoy playing games with others?

[Another diverting question]

S I would rather work in school I'd rather take social studies or another class like that instead of gym

C How about out of school? What do you do with your time after school?

S Well in the morning I usually I have books with me My mother doesn't let me turn on TV until all my work is finished I took my science book home last night to study and I studied all night and all morning Usually I have a book with me so that I can work at it

C You prefer to read or

S Yes I prefer to do work of some sort than I would play a game of some sort

C Do you chum around with any of the other children in the neighborhood?

- S There are not many kids in our neighborhood I think I have more to do at home If I go out bicycle riding well while you're out you pick up a couple of kids who want to go along with you and we go along together it doesn't usually last very long since someone has to go home and as soon as someone leaves we all give up and we try again the next day But I play more by myself than I do with other kids unless it is something I have to have other kids with me for But there is Don Summers and Mary Simpson She had a fever a couple of winters ago and I was with her almost all the time and then my cousin Joe and Sally his girl friend and usually Martha Benson We're usually together or one of them is over, and we are usually playing around at something that we enjoy
- C You see quite a lot of Martha?
- S Not during the summer because she goes to her summer home
- C Oh
- S I was supposed to go down for a couple of weeks but then with this chance of going to Florida and then her relatives came down too They wanted me to go down but I didn't but I sort of wanted to because I thought it was a chance I might not have again But it was getting too close to school for me to enjoy and really like doing it I said I'd rather go by myself
- C Go?
- S I mean I'd rather stay home
- C I see
- S So I didn't see much of Martha during the summer, but I saw quite a bit of her when she got home I see her in school and we talk quite a bit Nights after school I might talk to her on the phone and I've seen her a couple of Saturdays we've gone to the movies or down to the Canton shooting range we've gone down there and joked around and come home We stay around with my mother most of the day and wherever she goes we're right with her We are usually with her most of the time
- C With your mother?
- S Yes because my father works Sometimes we go over to see him We've gone to the movies a couple of times
- C With your mother?
- S No my mother doesn't like to go She says she can sleep as well at home as in the movies
- C I see
- S But we get to the movies and we might have a fight which really doesn't mean anything She will sit on one side of the building and I will sit on the other Then we get lonely and start moving in to a seat Then we get to the corridor and see each other and run like heck for the other side But after the movies we're back together again because none of our fights have lasted Oh one of us may want to do something that the other doesn't so she'll do what she wants and I'll do what I want and in about two minutes we're both wanting to do what the other one did
- C So usually you get along pretty well
- S Any fights we have pass over like nothing I mean it's like nothing

that anybody should worry about but I guess it's time for me to go now

C Uh hu

S Well so long we'll see you again

C Yes Linc come again goodbye

Miss Del

[This is the last half of the seventh counseling session between a counselor in a university counseling center and his client, Miss Del. Miss Del was a seriously disturbed young woman. In this example CO refers to the counselor and CI refers to the client.]

CI I thought of something the other day

CO Ummm ?

CI I don't know whether it's would have anything to do with it it might show how long that ah I had the feeling of ah I don't know that everything was too much that, ah it was right after I got out of high school I went to the beach At the time I didn't even know what a nervous breakdown was or anything but I went to the beach with four girls I think it was or no there must have been six girls

CO Ummm

CI And we had only one room and naturally I think there were two beds and ah and you couldn't hardly get any sleep at all

CO Three in a bed eh ?

CI Yeah (both smile) Yeah One of the girls I was sleeping with was sort of tight and she would hit you and she was breathing heavily and naturally I had very little sleep that weekend and I didn't eat very well and I know that when I went home of course I didn't know what a nervous breakdown was but I felt so well I don't know it was the first time I ever had the feeling that I didn't know what was going on I remember saying to my girl friends that I don't know what a nervous breakdown is but I think I'm going to have one and ah

CO Uh hmmm

CI And she laughed at me naturally that feeling didn't last very long and I think at the time I ah I know I was tired out because I told you we didn't get very much sleep.

CO Ummm

CI There was so much noise and all And my mother saw that I was didn't feel so good but she felt that if you were fed well that would help And it was shortly after that that I got the job that I have now But that was the first time that I ever felt any reaction like that But of course it didn't keep me from going out for I didn't have the feeling that people were looking at me or that I felt differently It was just that ah (pause — 10 seconds)

CO Just this sort of momentary feeling that you ah didn't have control

CI Yes Yeah

CO That you weren't too sure of yourself

CI Ahhh no I wouldn't say that Ahh well it didn't last long enough that time I wasn't really too much involved in it But I knew that like I said it was the first time that I'd ever had that feeling and that right up through high school I'd never felt that way before And then ah right after that I felt fine right until the time when I was out of work the last time and then again until this time So that I could say that actually this time and the last time that I was out of work and that time that short while that I felt as though (pause — 15 seconds)

CO So those were about the three times when you've had this feeling

CI Yes and ah as I was going to say each time it was worse That time it wasn't too bad at all except the feeling that I didn't know what was going on

CO Hummmm

CI And the last time it was bad and this time it's worse real bad (pause — 24 seconds)

CO There were three different experiences then each one was

CI Worse than the other one

CO Ummm

CI I don't know whether that would have anything to do with this or be tied in at all Or ah

CO Well ah (pause — 36 seconds)

CI Are you using this here for a purpose? (pointing to a board holding an ash tray)

[The client may feel threatened She changes the conversation to an impersonal topic]

CO Oh no That's for you to use

CI Oh yeah I didn't notice that

This was the first time that the client had taken a cigarette and lit it
(pause — 10 seconds)

CI And I've always either like last time when I was out of work and this time I've always had it's hard to put into words but I've had so many things in my mind that I wanted to well I can't exactly put it into words but ah (pause — 10 seconds) well like ah (pause — 10 seconds) well one of the things I attribute to the fact that I get like this is that ah (pause — 6 seconds) well like before I leave for work in the morning I think well have I got my lunch? Have I ah, done anything that I want to remember to bring to work I wonder well ah no is there anything ah well I can't explain it but it's this in other words my mind is always sort of too much on it

CO Ummm

CI (smiles and laughs) It's ah I can't explain it.

CO Well ah you mean your mind would always have lots of things on it and sort of will I do this or will I do that

- CI Yeah well like other people get up in the morning and ah well they'll do what they figure they have to do and then go off to work and forget about it But ah I'll try to remember before I leave the house if I've done everything you know go over it in my mind Some people maybe do that but not to the extent that I do It isn't that ah when I leave work at night that I think back about ah any work or anything that Well it just always have in my mind — I don't I don't try to have it on my mind but I have it on my mind that there's so many that sometimes that's why I get tired Ah I see some of these people who just take these things in their stride
- CO Ummm (pause — 10 seconds) And the very fact that you well not exactly take your work home with you but you would be thinking about things whereas the other people wouldn't be thinking about anything in particular?
- CI Ummm
- CO And that very fact you think itself might be sort of wearing you out a bit
- CI Yes (pause — 124 seconds) And, ah I suppose I oh sometimes as happy as the other person but I'm ah sort of a worrywart I suppose
- CO Not ah the most optimistic eh?
- CI No uhm but not the most pessimistic either Ah but ah oh sort of feeling that probably something wouldn't turn out right or work wouldn't be all right or
- CO Worrying you mean about little things that other people wouldn't
- CI Yeah That they wouldn't worry about (pause — 13 seconds)
- CO But you were a little bit concerned that they might find out
- CI Well yeah Little things like smoking for example My mother and father ah my father especially never approved of it and so I oh I'd smoked for quite a while and I was always sort of well they might find out Well they did find out eventually but (pause — 12 seconds)
- CO But you were a little bit concerned that they might find out
- CI (pause — 10 seconds) Well I mean instead of like some body else would just go ahead and do it at home and figure I'm old enough to smoke but I wouldn't because I well I knew it would bother them if they found out I was smoking
- CO You mean it was something you wanted to do but ah the other person didn't want to do it so whereas somebody else might have gone ahead and done it you didn't do so
- CI Yes
- CO Because it might have bothered them eh?
- CI (softly) Yes
- CO You mean you didn't do something like that although you wanted to do it because they didn't want you to do it
- CI Yes And yet my mother didn't mind ah when she did find out
- CO You mean it wasn't any great shock when she did find out.

- CI No (pause — 202 seconds) (smiles and laughs slightly)
- CO Thinking?
- CI Ah (smiles) (pause — 164 seconds) I told my brother that I didn't think that going to another doctor would help. Did he tell you? Because you knew so much about me now that ah s-s starting over again with another doctor wouldn't ah
- [Again a break in the trend of thinking. The client had previously talked about other doctors but felt that no one including the counselor could help her.]
- CO Yeah
- CI (laughs) I'd just be repeating again what I've said to you
- CO Uhm yeah. He mentioned that to me (pause — 150 seconds)
- [Note the very long pauses.]
- CI (Smiles again says something inaudible)
- CO (smiles) Ah mind sort of a blank?
- CI (smiling) No. No I was thinking ah that sometime well I mean I then ah late you know in the last ten years I've been more tired than the average person that people get tired but ah I don't know in fact lately it seems as though I could keep on going with much less sleep than I have when I've felt all right (smiles) since I don't have very restful sleep I think I'm awake now more than I am asleep
- CO You mean you've always needed a lot of rest
- CI I've always needed a lot of rest
- CO And you mean that you feel that you need less now than before
- CI Yes I used to require a good night's sleep and if I didn't have a good night's sleep I'd be tired and
- CO You'd have a generally tired feeling?
- CI Yeah. Although when I used to take ah you know those drugs and different things like that to get over the tired feeling but ah at my age and I don't think and for the little I did do I don't think I should have been tired as I always was
- CO You mean you weren't particularly exerting yourself
- CI Well I just a little but nothing to tire me the way I did get tired. And then it was probably always like I said in my mind and my mind was on the go a lot
- CO Yeah. Maybe not so much the physical effort you mean as the
- CI Mental
- CO As the mental thinking or worrying or wondering
- CI Yes
- CO And that wore you out more than your physical effort.
- CI Yeah Uh humm (pause — 31 seconds)
- CO And you mean you don't have as much of that feeling now as you used to have ah?
- CI No. Lately I haven't had half as much sleep as I used to think that I required
- CO And you don't feel any worse
- CI Oh I feel tired but not as tired well I suppose a different tired feeling

- CO A different sort of tiredness you mean?
- CI Yes I mean if I felt tired before if I'd go to bed I'd probably have a sound sleep But I don't have really sound sleep any more I toss and turn (pause — 10 seconds)
- CO You mean if you feel tired now and you go to bed that well bed won't make as much difference as it did before
- CI No (pause — 18 seconds)
- CO (smiling) A lot of tossing turning kicking eh?
- CI (smiling) Yes I can't really say that I ever woke up refreshed Since I've felt like this I've sort of feel that I'll wake up feeling that I've slept a little but it's not a refreshed feeling you know as if I'd had a real good night's sleep and ready to go
- CO Not ready to spring out of bed and start the day (smiling)
- CI No No (pause — 16 seconds)
- CO (smiling) No running into a cold shower eh?
- CI Well I suppose it's a good way to wake up if you want to be wakened up
- CO (smiles) Yes it's a good way to wake up I suppose although it might stop your heart from circulating (Both laugh pause — 60 seconds)
- CI Ah by all the noises out there it seems there's going to be a lot of people outside when I leave the office
- CO You mean that worries you a bit?
- CI (laughing slightly) Well yeah I don't like the thought of going out walking through all those people
- CO You mean that you don't want them paying particular attention to you
- CI No When I walk in here there's some people but tonight there wasn't anybody and that was good but usually there are some people downstairs when I come in students and some others
- CO Yeah
- CI Abhhh I can
- CO Uhm It makes you feel a bit uneasy Ah you mean you feel uneasy right now?
- CI No I don't feel uneasy now because they're out there and I'm in here But I would if I were out there
- CO Ummm
- CI Well I suppose it's the time is up now isn't it?
- CO Yeah I guess the time is up Miss Del Well goodnight Miss Del
- CI Goodnight Mr Pen I'll see you next week
- CO Okay goodbye now

seven

MEASUREMENT AND TESTING

There may be some question about the use of tests in the counseling process but there is no question about the need for tests in the total personnel services program. The teacher who does not make some use of the vast array of tests and inventories that are now available is ignoring the opportunity to have a much better understanding of his children and their behavior. The personnel services director too, particularly in the average American school, must make some use of these instruments if his program is to function effectively. If he is a full time counselor, with no other responsibilities as far as the development of the personnel services program is concerned, he may not wish to make any use of testing instruments. In the vast majority of cases, however, the counselor has other responsibilities in the total school program, and the use of tests is practically a necessity.

SCHOOL RECORDS

There are few schools in America today that do not have at least some records on the children in the classrooms, and there are many that have voluminous records, in many different places about practically every phase of the child and his behavior. Records are frequently found in the principal's, vice principal's, or headmaster's office; they may be found in the health office, and in the personnel services office if there is such a department. The classroom teacher usually keeps his own system of records, although these are often little more than a

recording of the academic achievement of the child. The teacher should have more than this in the way of records and even if the school system has a modern and up-to-date personnel services department the teacher still has certain minimum requirements in the way of records on each child. If the school has no such department of course it is even more essential that the teacher have his own system of records. The records that the teacher has should be the ones that will be used most frequently since the teacher is obviously the one who has continual contact with every child in his classroom far more than anyone else. Let us look at what would appear to be minimum requirements for the teacher in this matter of records. For the moment, we will ignore the standardized tests and inventories that will be described in detail later on in this chapter. What is listed below is a practical minimum for every classroom in the country.

1 A locked drawer in a desk or filing cabinet is a requirement. This is not quite as ludicrous as it may at first sight appear to be since the confidentiality of any records is of utmost importance. Any information that the teacher or counselor may gather on a child should not be for public consumption and it should be kept under lock and key when it is not being used. Too frequently a report from some teacher on a child is left lying on a desk, and numerous children as they come up to talk to the teacher, see the name of the owner and gather various bits and pieces of information about him. It should be assumed that the records that the teacher keeps will be confidential. The children need not have this told to them in so many words but they will soon come to understand that any information that the teacher has on them is not something that can be shared with anyone. Knowing this they will feel a good deal more secure if the time comes that they would like to talk to the teacher about some of their personal problems.

2 A second modest requirement is a folder for each child. This may be nothing more than a manila folder that can be purchased for a few cents or it may be the sort of cumulative record folder that can have much of the information written right on the folder itself. Such folders may be purchased from a variety of sources and many schools of course make their own folders.¹ In any case the teacher must have some handy container for the various bits and pieces of information that he will be continually gathering on the children.

3 A personal data sheet that will give pertinent and up-to-date information about the child is also necessary. Each teacher should make one of these to suit his own particular purposes and most of the required information can be gathered early in the fall when the

¹ Such folders are available from numerous test publishing companies.

children first enter the school. This information should include

a The socio-economic status of the child and his family should include such things as number and ages of brothers and sisters occupation of father and mother educational background of parents and siblings religion any history of divorce death or separation in the family ethnic and racial background type of dwelling in which the family lives and so on. The behavior of a child may be better appreciated when we know that he is of a religious or racial minority that is subject to persecution or ridicule or that he is the oldest of 11 children or that he is living with his divorced mother who is trying desperately to make ends meet or that his father is an unemployed drunkard. Such information may help the teacher to see the child as irritated rather than irritating as unhappy rather than loud and crude as desperate for affection rather than sexually promiscuous.

b Most schools will have some form of health service from which the teacher may get the health history of the child and there is usually some standard health form that will be filled out to indicate his health history. The teacher could easily have a copy of such a record attached to the personal record form for each child so that he may know the background of each child's health and so that he may be kept up-to-date with the health of the children in his classroom. Teachers should be aware of those children who have suffered from polio or rheumatic fever, even if they show no aftereffects. Not all children who have poor eyesight wear glasses and many children who suffer from poor hearing use no hearing aids. It is most unlikely that any classroom teacher will not have at least a few children who should be watched just a little more carefully and maybe given just a little more attention because the state of their health is not all that could be desired. Needless to say teachers should have some understanding of what they might do with regard to certain physical ailments. The teacher for example should be aware of the child who suffers from epilepsy and he should know what to do if the child happens to have a seizure in the classroom.

c The history of what has happened to the child in his one year or his 11 years of formal education is obviously an important part of the story of his life. The repetition of a grade or even the repetition of a subject is becoming increasingly rare but the teacher should be able to tell from the school record the sort of progress the child has had through his school life. Has it been difficult or has it been easy? Are there some particular areas of study where he seems to have much difficulty? Has he from the beginning had trouble with some of the basic skills such as reading writing and number work? At the begin

ning of the school year the teacher should make a careful perusal of the school record of each of his children. It will give him a greater understanding of each of them and it may warn him in advance of some of the difficulties that may lie ahead.

d Even today there are still a few children who have to get up early in the morning and do the modern equivalent of the chores of yesterday. The teacher should be aware of the work activities of the children since these are often related to their academic achievement in school. What the child does or does not do in the way of work at or around home is often an indication of parental attitudes and the sort of home life that he leads. There are some children who soon get the attitude that the only work one ever does is what one has to do—at home, in school, or anywhere else. Part of the teacher's task may be to help some children understand that it is quite possible actually to enjoy the work one is doing and that it is the responsibility of every child to share the work that must be done in the school, the home, and the community with no reward other than the satisfaction of knowing that one had a part in doing a good job. The "What's in it for me?" attitude is all too prevalent among some of today's youth. Doing something about this is of course the task of the parent, but it is also the task of the teacher, particularly with those children who are unfortunate enough to have parents who will strengthen the mercenary attitude rather than do something positive to change it.

Information regarding the child's participation in various school, church, and community activities is also part of the total picture that should be known to the teacher. The fact that John Brown, in grade 10, is the president of the student council, is an active member of the camera club, the history club, and the drama club, is the captain of the ski team, and also plays hockey, baseball, and football, is something that should be known when comparing his scholastic record with that of Henry Denson, who is also in grade 10, but who seems to spend all his time in the library reading books on ancient history and participates not at all in any sort of student activity. The extent of participation in various activities is often an important clue to better understanding of the child and his behavior.

e Not all Americans travel as much as the travel magazines seem to imagine, nor can the average American jog off for a day or so to Hong Kong or Trinidad any time the fancy strikes him. It is true, however, that Americans are increasingly mobile, if not migratory. Even in New England it is realized that the Indians have been cleared west of the Hudson, and even west of the Mississippi, so that one can travel with a moderate degree of safety! Teachers can make use of the

travels of their children in their classroom work, and it is essential, of course, that the teacher know just how many places the child has lived in, and how many schools he has attended. Some of the difficulties of a child may be understood if the teacher knows that in his eight years of schooling the child has lived in towns in 10 different states, and attended 12 different schools. Such a situation is not infrequently the case in those areas of the country where there are migratory workers but the "nouveaux riches," increasing rapidly in our opulent culture, also create somewhat of a problem. The author is acquainted with a certain city in Connecticut that pays its teachers enough to live on, as long as they live simply, but in which most of the children have moneyed parents who want to take them out of school quite frequently for a week or so in Bermuda, for a few days in Florida, or for a week-end in England. This is a somewhat novel problem in the American scene, so that not only should the child's travel history be known but the teacher should have some idea of the possible extent of the child's travel in the school years that lie ahead.

4 The folder should also contain a brief report from the parent on his son or daughter. The parents might be asked to write a few words giving a little bit about their child's background, what they feel his problems in school might be, what sort of a fellow he is at home and any other information that might help the teacher to do a better job with the child. Such a report gives the teacher a fairly good idea of the home environment of the child, and even if the reply of the parent is 'I don't intend to write anything on my child and I don't see that this is any of your business,' this should also go in the folder as an interesting piece of evidence about the child's parents.

5 The child's concept of himself should also be available for the teacher. This may be in the form of the answers to standardized tests such as those described later in this chapter, or it may be in the form of the answers to a brief questionnaire made up by the teacher. The folder should also contain an autobiographical sketch which usually gives some indication of the child's concept of his self. This can often be considered as part of an English assignment and it may be in the form of free writing or the teacher may indicate certain areas that the child should discuss. He might, for example, indicate that the child should just write generally on some of his ideas about his life at home, his life at school, his outside activities and any other things that are or have been of importance to him.

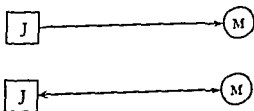
Other procedures that have already been described are having the child identify a picture that he thinks is most like him or having him name the character in a play who he thinks most resembles him.

The teacher then should utilize every possible means to have available some information that will give a picture of the child's version of his self

6 The record should contain a *sociogram* or its equivalent to show the degree of acceptance of the child by his fellows. The teacher may find that he does not have time to construct a complicated picture but he should at least have some answer to the question of peer group acceptance or rejection. Actually however a simple sociogram can be constructed with little difficulty and it does give the teacher a better immediate picture of the children who are wanted important in the eyes of their fellows and those who are the isolates wanted practically not at all. The teacher can ask simple questions such as "With whom would you leave your bike if you had to go away for the week end?" or "Whom would you like to have as a work partner in school?" or

"Whom would you most like to have as a guest at your house for the week end?" and so on. It is always better to use positive questions and detect the isolates by their lack of choices rather than use negative questions and detect the isolates by their number of choices. Thus it is better to say "Whom would you like to have as a guest?" than "Whom would you least like to have as a guest?" The negative question is obviously a threatening one to those children who will not be chosen.

These choices can then be put into picture form. The teacher could have a different sociogram for each item. For example the question that refers to desire to have a fellow as a guest might be considered to be a measure of popularity; the question dealing with who is to keep a prized possession might be a measure of trustworthiness and so on. Usually one may distinguish between the sexes by using something like a square to represent the boys and a circle to represent the girls. This sometimes points out quite sharply the children who tend to choose members of their own sex or members of the opposite sex. A line with an arrow pointing one way usually indicates that it was a one way choice whereas a double arrow means the choice was mutual. Thus the first figure below means that Joe chose Mary but Mary did not choose Joe while the use of the double arrow in the second figure



means that Joe chose Mary, and Mary chose Joe. A sociogram immediately identifies the isolates as compared with the children who are wanted and admired. It may point out interesting sidelights such as two isolates choosing each other, or the most wanted student for some reason choosing a child who otherwise would not be chosen at all. When the teacher finishes shuffling around all the choices, he may end up with a picture something like that on page 259 (an actual sociogram of one homeroom teacher).

In this situation the children indicated their rejections as well as their choices. They could name as many choices or rejections as they wished. While the naming of rejections gives the teacher valuable information, it is a questionable practice.

It may be noted that girls 15, 10, and 17 were the favorites among the girls with boys 21 and 28 the favorites among the boys. Girls 12 and 13 were definitely rejected, with boy 26 receiving the largest number of rejections. Girl 9 was ignored. Girl 13 was rejected by five children, chosen by none, whereas boy 30 was rejected by three children but chosen by three children.

Such a sociogram can be constructed by any teacher, and it should be considered an essential part of the records for the child. There are various types of sociograms, and a publication entitled *How to Construct a Sociogram*² would be of interest to those teachers who are interested in this instrument. A standardized instrument designed to simplify the collection and interpretation of sociometric data is now available³. It is a handy instrument that can easily be used by the classroom teacher⁴.

7 The student's record folder should also contain periodic *objective* reports of his behavior. In the elementary school most of these reports would come from the one teacher, whereas in the secondary school they would come from several teachers. Most humans are quite subjective creatures and the writing of an objective report takes a bit of practice. It is essential however that somewhere in the student's records we have some objective indication of his behavior over a period of time. The teacher may get into the habit of making, at the end of each day, a brief concise and objective report of any incident or any

² *How to Construct a Sociogram*. New York: Bureau of Publications, Columbia University, 1948.

³ *Bonney Fessenden Sociograph*. Los Angeles: California Test Bureau, 1955.

⁴ For a good discussion of a sociogram see Denis Baron and Harold W. Bernard, *Evaluation of Techniques for Classroom Teachers*. New York: McGraw-Hill, 1958, pp. 152-156, and J. Stanley Ahmann and Marvin D. Glock, *Evaluating Pupil Growth*. Boston: Allyn and Bacon, Inc., 1958, pp. 450-452.

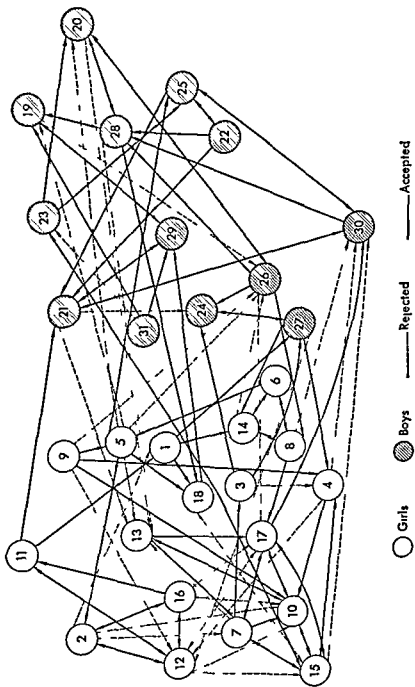


Figure 1

behavior that should be noted and remembered if the student is to be completely understood. Needless to say of course these reports would never be used against the child. If they are to be used at all it is for the benefit of the child.

This for example might be considered as an objective report of an incident that concerned the behavior of John Adams.

John Adams came into the classroom 22 minutes late arriving at 9 10 A.M. April 7. He was dressed as usual with shoes shined hair combed back pants pressed white shirt and tie. As he passed Joe Denson he pulled his ear. Joe grabbed him by the coat and pulled him backward. John almost fell then pushed Joe so that he slid out of his seat and fell into the aisle. All the children were now watching and a few were heard to say "Go ahead Joe and give it to him." The teacher arrived at the scene at this moment and separated the two combatants. She said to John "Okay John you go off to your seat. You're impossible and you'll get into plenty of trouble with this sort of behavior." John walked toward his seat then suddenly turned stuck his tongue out at the teacher and made some unintelligible noise in his throat. The teacher made no comment and the work of the class proceeded as it had been before the interruption.

A less objective report of this incident and the type of report that is too frequently found in the school records of children might read as follows:

John Adams came into the classroom late and surly as usual. I don't know what the trouble is with that boy but he certainly causes me plenty of trouble. At least he is neat but this is about the only good thing I can say for him. As he passed Joe Denson who has no love for him he started to fight with Joe and Joe fought back. They made a terrible noise and both of them tumbled all over the place. The class was in an uproar and I rushed down and pulled them apart. I put John in his place and tried to make him sit down but he was still rude to me. He's an impossible boy. He is always getting involved in fights and the whole class was tense and jumpy for the rest of the day.

An objective report should mean only one thing no matter who happens to read it. The trouble with a subjective report is that it is a portrait of the teacher's own bias. It may be quite accurate or quite inaccurate but the reader will never know which is true. In the subjective report above the reader does not know what late means. How late? A few minutes or a few hours? What does surly mean? He started to fight — what is meant by this? What is a terrible noise? What is the teacher's version of an uproar? How is one rude? What is an impossible boy? What is the class like when it is tense and jumpy? Thus a teacher reading this report

from John's teacher of a year ago really hasn't the faintest idea of what happened. It may remind the teacher who wrote the report of what happened but it is of no real value to another teacher. It may actually have a negative aspect since a neurotic teacher may describe a minor incident as being a dreadful breach of rules and regulations and the person who reads the report a year later gets an entirely false impression of what actually happened.

Anyone however can read the first version of the incident and get a valid picture of what happened and when it happened. An objective report is not concerned with what the reporter thinks or feels or believes. It does not use many adjectives or adverbs. It is concerned with the cold objective listing of the facts and it is up to the reader to make his decision as to just what these facts may mean. This is one of the greatest needs in many school systems and the reports from many teachers on the behavior of children give a much better indication of the personality of the reporter than they do of the child on whom the report is supposedly being made.

8 There is also a place in the record folder for the more subjective reports on the child that may come in from other teachers from friends from ministers and so on. It should be taken for granted that such reports are subjective and quite likely to be very biased but they do give some indication of how a variety of people are reacting to an individual. They may also tend to substantiate each other so that if six people none of whom have any contact with each other report that John is a trouble-maker then the teacher may assume that this piece of information warrants some attention. On the other hand if one report says that John is a trouble maker while another one indicates that he is a fine boy we can cancel them both out. A classroom teacher may gather subjective reports on his children but he should never pass them on to another teacher. The best and safest thing to do with a subjective report after one has finished with it is to burn it. Too frequently a negative report of something a child did in grade 1 still hangs around his neck like an albatross when he is in grade 6. Teachers may still be looking at him with a skeptical eye even though there has never been any repetition of the original incident that was reported. Some of the material in the record folder may be passed on to other teachers as the child goes through the grades — such things as grades standardized test data and objective reports that would be of assistance to future teachers. There may be other material in the record folder however that should never be passed on but either retained by the teacher or destroyed. Subjective reports and confidential information would be material of this nature.

9 Confidential information may also be found in the record folder. It is a good general practice to put confidential information by itself, so that there is no danger of this information being passed on to anyone else, or even seen by anyone else. If the teacher is functioning as a counselor for some students, the information that is given to the teacher by these students should be considered as confidential, to be revealed to no one. This means that another teacher, making an inquiry about some pupil, might be shown some of the material in the folder, but he would not be shown information that was of a confidential nature. There is less chance of a mix up if this material is kept separated from the rest, even though it is in the same record folder.

10 A final item that should be in the record folder on every child is a picture of the child. There may be little need for this while the teacher is actually working with the child, but if he wishes to keep a brief record for referral purposes later on, a picture is a handy way to recall the individual who is being discussed.

This, then, is the minimum information that every teacher should have on his children. If the teacher works in the secondary school, it is assumed that he would be responsible for the records of only one classroom—his homeroom, his study room, or call it what you will. But whether the teacher works at the grade 1 or the grade 12 level he should have at least this information available if he is to do an effective job of teaching. We simply cannot teach children effectively if we do not know them, and if we are to know them the information mentioned here is necessary. It can be acquired by every teacher who has the interest and the initiative. Other departments in the school may have much more information, or they may have none at all, but it is the responsibility of the teacher, not the principal or the superintendent or the supervisor or the counselor to see that he has this information.

USE OF TESTS AND INVENTORIES

Some teachers may feel that they have little need for any sort of standardized tests, and can make up whatever tests they wish to use, that is the tests and examinations that they use to measure the academic achievement and the skills of their students. It is true that some teachers do an excellent job in the construction of measures to evaluate the progress of their children. On the whole however, the casual tests and examinations that are constructed and used by many

teachers may be seriously questioned as valid instruments to measure what is supposedly being measured. The standardized instrument has at least two advantages over the home made test

1 It makes use of norms so that the student knows how he compares with his group. A school system of course can make up its own norms so that the child's progress can be compared with other children in the school system. Although more often than not the teacher will use tests that merely give him a questionable indication of what the child knows about a certain subject. An elementary school teacher should surely be interested in how this grade 2 class compares in reading with grade 2 children in the state and throughout the country. Achievement is at best a relative matter and a score of 28 per cent on an examination may appear to be a very poor score until it is shown that such a score was higher than that achieved by 72 per cent of the many thousands of students throughout the country who took the test. Thus until a teacher has a norm with which to compare the progress or skill or understanding of his children he really does not have much of a measure other than his own version of what he believes the children should know. This is not enough particularly in those skill areas in which it is assumed that the child should develop a certain skill (in reading for instance) that would mean just about the same thing throughout the country. This is one of the benefits of the use of such standardized measures as the College Board Examinations since a certain score on such an examination has the same meaning anywhere. On the other hand 50 students in one school may have taken a course in beginning algebra but it is rather difficult to measure the actual knowledge of the students in algebra by comparing the 50 individual scores on one home made final examination.

2 The author of a standardized test has done the best he can to make sure that he has an instrument that is both reliable and valid. The reliability of an instrument refers to the extent to which it consistently measures whatever it may be measuring. Thus an instrument that is reliable should always come forth for the same group of people and under the same circumstances with the same results. A common method of testing the reliability of an instrument is to administer the test at two different times. If the test is reliable there should be no significant differences in the two sets of scores. Another procedure is to compare the scores on one half of the items with the scores on the other half. Usually the odds are compared with the evens. As in the other procedure a reliable test will show no significant differences in the two sets of scores.

An instrument is valid if it measures what it is supposed to measure.

Thus, when the teacher makes up an examination in English composition, is he sure that it is an examination in English composition rather than a measure of grammar, or history, or agreement with the bias of the teacher? If an instrument that is supposed to measure confidence is valid, then what it measures is confidence, as described by the author, rather than something else. We might assume that if a number of children who were known by clinicians to be very fearful, withdrawn and insecure, were to take such a test and score very high, the test would not be valid. We might also assume that if a certain test is supposed to measure arithmetical knowledge, and a group of teachers with advanced degrees in mathematics all get very low scores on it, then it is not likely to be a valid measure.

Thus the standardized test has these two distinct advantages. The teacher can compare the efforts of his students with a large sampling of the population, and he knows the extent of the reliability and validity of the test. There are very few home made examinations on which there has been any attempt to develop norms or to measure reliability and validity.

At the present time the teacher has available a vast array of tests and inventories and the number and quality will no doubt continue to multiply. The teacher who is interested can find some test to measure almost anything he can think of. As soon as one does discover something for which there is not yet a testing instrument, some eager doctorate candidate will be happy to jump in and devise an instrument to measure the hitherto unmeasured trait or skill or characteristic.

Most teacher training institutions recognize the need for a minimum degree of knowledge on the part of teachers about testing by having a required course in the area of tests and measurements. Some of the many books on this subject are mentioned at the end of this chapter. Probably the best book for a quick summary and review of practically all of the tests available is *The Fifth Mental Measurements Yearbook*⁵. The teacher can find no better reference if he is looking for a book with a description and review of some test he is considering using, or if he is trying to find a test in a certain area.

Not all of the tests that are published are available for teachers, and there are many, of course, that cannot be used and interpreted without a period of training. Many universities give courses that are concerned solely with the understanding and the use of one test. A "Measurement of Intelligence" course, for example, may consist

⁵ Oscar K. Buros *The Fifth Mental Measurements Yearbook* Highland Park N.J. Gryphon Press 1959

solely of study and practice in the use of the *Revised Stanford Binet Scale*, whereas another Measurement of Intelligence course may consist solely of study and practice in the use of the *Wechsler Adult Intelligence Scale*, or the *Wechsler Intelligence Scale for Children*. Many different courses are offered on the use of different projective measures of personality such as the *Rorschach*, in which the subject is asked to react to a series of ink blots and the *Thematic Apperception Test*, in which the subject reacts to a series of pictures. Most test companies are careful with regard to the mailing of tests and many are not available unless the purchaser can show that he has a high degree of training in the field of measurement.

The modern school cannot operate efficiently without the extensive use of tests and the teacher who is to work in such a school should have at least some minimum knowledge about tests. It is astonishing to go into some schools and find elementary teachers teaching without any knowledge of the intellectual capacity of their students or find secondary school teachers who have not the faintest ideas about the interests and aptitudes of their students or how they compare in their academic work with other students throughout the country. The counselor's understanding should of course be much more extensive.

Knapp has suggested the following as a minimum testing program for the elementary grades.⁴

1. An intelligence test and a reading readiness test should be given some time during the first few weeks of the child's experience in grade 1. Perhaps toward the end of grade 1 a word recognition test or simple reading test should be given.
2. A simple diagnostic reading test should be given early in the second grade and an alternate form may be given later in the term.
3. In the third year a basic skills battery including reading, arithmetic, and language should be given. Its results will show pupil needs and should tell the teacher where to begin to teach each individual child.
4. In grades 4 to 8 diagnostic information should be obtained early in each year. The tools of learning—reading, arithmetic, and language—should be measured and remedial instruction supplied wherever necessary.
5. The general intelligence of all children should be tested for the second time somewhere in grade 4, 5, or 6. If no other intelligence test has been given, this should be administered in grade 4.
6. The classroom teacher should have all test scores and should know how to interpret and use them.

⁴ Robert H. Knapp, *Practical Guidance Methods*. New York: McGraw-Hill, 1953, pp. 22-23.

For the secondary grades, Knapp suggests the following as a minimum testing program ⁷

- 1 A general intelligence or scholastic aptitude test should be administered in grade 9
- 2 A vocational interest inventory which measures interest in general fields may well come early in the pupil's secondary school program
- 3 Achievement tests having diagnostic value may well be used in the secondary school. Appraisal of pupil progress in content subjects and a continuation of emphasis on remedial work in the basic skills are important.
- 4 Measures of special intelligence or aptitude may be used in individual cases. Music art and motor coordination illustrate the special aptitudes which should be measured when it appears that there is need on an individual pupil basis.

Wiley and Andrew suggest the following as a basic testing program ⁸

<i>Grade</i>	<i>Time of Administration</i>	<i>Type of Test</i>
Kindergarten	End of Year	Reading Readiness
First	Beginning of Year	Mental Ability
Second		
Third	Beginning of Year	Mental Ability
Third	End of Year	Tests of Achievement
Fourth	Beginning of Year	Diagnostic Reading Test
Fifth		
Sixth	End of Year	Tests of Achievement
Seventh		
Eighth		
Ninth	Beginning of Year	Interest Test
Ninth	Beginning of Year	Mental Ability
Ninth	End of Year	Tests of Achievement
Tenth		
Eleventh	End of Year	Interest Test
Twelfth	End of Year	Achievement Test

In discussing a program of evaluation for the school, Ahmann and Glock ⁹ refer to the three areas of (1) knowledge and understanding

⁷ *Ibid*, p. 23

⁸ Roy DeVerl Wiley and Dean C. Andrew *Modern Methods and Techniques in Guidance* New York Harper 1935 p. 167

⁹ J. Stanley Ahmann and Marvin D. Glock *op cit* pp. 472-473

(2) skill and competence, and (3) attitude and interest. For each one of these, they refer to a number of educational objectives and the appropriate means of evaluation.

No minimum can be standard, of course, for all schools but few school committees today will grudge the expenditure of a relatively few extra dollars so that an effective battery of tests may be periodically administered to all children as they go through their school experience. It is equally important, of course, that the personnel in the schools are capable of making use of the tests and the test data. Thus supervisors and principals, in employing a new teacher, should be sure that he has at least an elementary understanding of tests and their use. It should be assumed that the training of the school counselor will equip him to use and interpret most of the tests that are on the market today.

Funds for the testing of secondary school students were provided by Title 5A of the National Defense Education Act. In order to participate in this program, the state has to submit a plan for the testing of secondary school students to identify those with outstanding ability, and for a program of guidance and counseling of secondary school students. There has been much criticism in professional personnel and counseling circles of the stress on the identification factor, and many counselors feel that the problem is not the identification of gifted students or, actually, identification of any students but rather the more complicated personnel and counseling question of what one does after the students have been identified. The limitation of testing to the secondary schools was also severely questioned. The availability of these funds has made it rather difficult for any school system to give a valid reason for the lack of at least a minimal testing program in its secondary schools.

It would seem that every school should have at least the following in the way of a testing battery:

1. An intelligence test in grade 1 again toward the end of the elementary grades and again early in high school. An individual measure is better than a group measure, but even with an individual measure there is always the chance that the result is not an accurate measure of the child's intelligence. A wide discrepancy between several tests will bear out this possibility, whereas a fairly consistent score will indicate the likelihood that this really is the measure of the child's intelligence.

2. Continual valid and reliable tests on comparative skill comparative that is on both a local and a national basis in language reading and arithmetic. The child will forget much of what he learns or

memorizes in school, in the way of facts and bits of knowledge, but without these three basic skills he will be very likely to have a difficult time in his society, if for no other reason but that these skills, named in the order of importance, are ones that he must use in his daily living. Much of the other knowledge he can get along without, and no one ever knows the difference. As a matter of fact, it would be safe to say that much of the other knowledge that he laboriously gets in school he does get along without since he only possesses it up to the point when it is needed for a quiz or examination. Most Ph D's would fail many of the examinations that are given in high school! This does not mean, of course, that the process of learning is meaningless, but some students probably memorize rather than learn.

3 At the junior and senior high school level, some comparison, on a local and national basis, with regard to the student's knowledge in various areas. Ideally, of course, such measures should test the individual's capacity to think scientifically, rather than merely to repeat a series of scientific facts, to show some understanding of the process of history, rather than referring to historical dates and figures. In any case, the grade 9 teacher can hardly be satisfied with his work if he has absolutely no knowledge of how his grade 9 science students compare with other grade 9 students in his own city and throughout the country.

4 Early in high school, some tests on the student's interests and his aptitudes. Sooner or later the student must face the vocational fact that he will likely have to work for a living, and some understanding of his basic interests and the special aptitudes that he may possess will help him in his thinking about an occupational choice. Many students could get along very well, of course, without formal measures of interests and aptitudes, but most students, even the better ones, could probably proceed a little more effectively if they had the results of such measures.

5 In the middle elementary grades and later on in junior high school and senior high school, some measure of personality problems and difficulties so that the teacher can adapt his teaching with John to the reality of John's life situation. If John is a young man overburdened with many problems the teacher cannot react to him as he will to Mary, for whom unsolvable problems hardly exist.

6 Special measures of personality, and individuals who know how to use them available *within the school system*. Such an individual usually has a background of teaching and possesses an advanced degree in the area of guidance and counseling. He is often better prepared to work with most of the disturbed children in schools than is a child

psychiatrist Too frequently the psychiatrist has taken his degree with psychotic children and then spends most of his time working with children who are disturbed but not psychotic Perfectly capable teachers and counselors may sometimes refer a disturbed child to a psychiatrist who knows less about the problems of children than they do The word psychiatrist like the word doctor has unfortunately taken on a certain connotation of omniscience that is hardly realistic

USE OF PUPIL DATA

Very real problems arise on the question of the interpretation of pupil data Who should do the interpreting? To whom should test data be interpreted? What data if any should be considered to be confidential to be shown to no one? A few considerations may be noted regarding these questions

1 It can be assumed that one of the functions of the school counselor and the school psychologist is to help teachers to understand and interpret the data that may be in a pupil folder Teachers should be helped to construct examinations that are both reliable and valid and they should be able to administer if necessary at least some standardized measures particularly those in the area of academic achievement intelligence and interests On the other hand there are many tests whose use is widely restricted and no individual should be allowed to use these instruments unless there is some evidence of his capacity to do so It would probably be safe to say that in hundreds of American schools today a variety of tests is being used in an indiscriminate and indiscreet fashion and many students are being categorized and tabulated in a highly questionable manner

A school counselor should not be considered to be qualified if he is not capable of administering and interpreting at least the basic tests that are used in the modern American school In most cases the school psychologist will have a more extensive background in the use and the interpretation of test data and pupil assessment is considered to be one of the major tasks of the school psychologist

2 To whom pupil data should be interpreted is a question that has posed a knotty problem for many school counselors and school psychologists This problem has been increased by recent legislative action in two states which in effect gives parents the right of access to any information that the school may have on their child Probably the basic ethical question here is to whom does this information belong? If the information belongs to the child then one might

assume that the child should have some say about who will or will not see the information. This would seem to apply in the case of confidential information given by the child to a counselor during a counseling session. This is really *his* property and, law or no law, a simple measure of personal ethics would seem to indicate that the child should have the say as to what happens to it. On the other extreme, we might cite the sort of pupil data that would include grades on school examinations, report card rankings, and scores on standardized achievement tests. We could assume that this is general educational data and should be available for all professional personnel who may be involved with the education of the child. It would seem inescapable that it should also be available for parents, although the teacher and the counselor should do their utmost to see that the parents receive an accurate picture of just what the data means.

An IQ score is typical of the data that is in an 'in between' area. Teachers certainly should be cautioned about the accuracy of IQ scores when group tests have been administered by a teacher who may know little or nothing about testing. As with any other score, the school might be better off with no score rather than a highly questionable IQ score which is supposed to give the last word on the child's intellectual capacities. If the school has an IQ score, and if it does make use of it, then we might question the teacher or counselor who will refuse to give such a score to a parent or a child 'because it doesn't really mean anything anyway.' If it doesn't mean anything, the school shouldn't use it. If IQ scores are used, the teacher and the counselor must decide whether or not the score should be revealed to either a parent or a child. A hard and fast rule may be the safest, but it makes little sense. It would seem reasonable to assume that some children and some parents could digest an IQ score without any damage whereas it would be most unfortunate for some children if either they or their parents were to be given such a score.

A parent can probably put up a good argument as to why he should have access to any information that the school may have on his child but it would seem logical to add that this information should be interpreted to him by a competent professional individual who must use his own discretion as to what he does and how far he goes in the matter of a broad and general interpretation as contrasted to a more specific interpretation.

3 In developing pupil records, both the counselor and the teacher should keep in mind the question who is going to see what? The counselor might well come to the conclusion that he has some data that must be available for all teachers, and he should do the best he can

to see that the teachers understand the true meaning of the data and help them to use it wisely. Some data the counselor or psychologist might feel he should withhold from some teachers because it would not be beneficial for the child and some data he would withhold from all teachers, either because it is confidential information or because it is his measured conclusion that this would not be to the best interest of the child. This will likely be even more the case with parents, and with the child, although the child does, after all have primary claim on any data. Some counselors would feel that respect for the integrity of the individual means that you respect him enough to give an honest explanation of the meaning of any data that you may have on him, other counselors would argue that the counselor must assume the professional responsibility of determining what data is to be revealed to anyone, including the client.

It would seem reasonable to say that the counselor and the psychologist must, at some point accept the responsibility for determining what data is to be revealed at what time to whom. Some broad general policy may be adapted, but it is difficult for this author to see how the psychologist or counselor can avoid periodically having to make decisions which are based solely on the sort of person to whom the data is to be interpreted—and that person may be the teacher, the parent, or the child. The basic moral issue is the ultimate welfare of the child, and the counselor must face the possibility that this may clash with professionally unsound legislation.

MEASUREMENT OF INTELLIGENCE

One of the first problems to be faced by a teacher or counselor who wishes to construct some form of test is the probable lack of semantic agreement as to the meaning of whatever it may be that his test is supposed to measure. In the past, one of the biggest debates has been over the relative importance of heredity versus environment, with regard to intelligence. The more traditional and organic concept viewed intelligence as a basically innate capacity to work out problems or to learn—it was something on which the environment had no effect. The other view emphasized the social influences and assumed that one's environment had a good deal to do with his intelligence—that is, his capacity to work out problems. Thus the first view, generally, assumes that intelligence cannot be changed—we have what we are born with and that is that. The opposing view, on the other hand, views intelligence as being influenced very much by

environmental factors and it is thus subject to change. The general view today is that one's intelligence is affected by both hereditary factors and by one's environment, but on the whole, the emphasis is on hereditary factors. Let us say that on the basis of one of the better measures of intelligence, 100 children are described as being subnormal. If the test was administered individually to each child, under ideal circumstances, and by someone who understood tests, then we could safely say that there is only a remote possibility that ten years later even one of the children would be anything other than subnormal. It is possible, of course, that the environmental background may have been so oppressive that several of the children may later turn out to be quite capable of doing rather complicated tasks. Some would say, at the earlier period, that these children were not very intelligent; others, however, would say that these children actually were quite intelligent, but this intelligence was hidden by factors which could not be differentiated by the test. The author's position on this question would be that intelligence is the capacity to perform tasks of varying degrees of complexity, to adapt oneself to different situations, and to behave in ways that are most effective and most appropriate for the time and the place. This capacity, in the typical American school, depends primarily on hereditary factors, but the more unhealthy the environment of the child may have been, the more likely it is that it has affected his intellectual capacity. In other words, in a positive and mentally healthy environment, the child's intelligence depends primarily on his mother and father, and those who came before them in his ancestral line. It should be kept in mind, however, that our measures of intelligence usually assume a certain type of culture, and if a child's cultural background is quite different, we may assume that this will have some effect on our measure of his intelligence. Thus, generally, most intelligence tests that have been constructed in the United States have been geared to a white northeastern culture, and a Negro child in the south may face an initial handicap in taking such a test, not because he is really any less intelligent than his white counterpart in the north, but because the test is not geared to measure his intelligence.

It is true, too, that intelligence may be measured in many ways and many counselors and psychometrists feel that it would be more appropriate to refer to intelligences rather than intelligence. Thus in the measurement of intelligence there is more emphasis on differential factors. Guilford, for example, discusses the concrete intelligence of people who deal with concrete things and their properties, the symbolic intelligence of those who must learn to recognize words to spell

and to operate with numbers the semantic intelligence of those who must understand things in terms of verbal concepts and the socialized intelligence which has to do with the understanding of the behavior of others and of ourselves¹⁰

On the whole however we might assume that other things being equal the more intelligent people who survived in a city after an H bomb attack would quickly learn how to safeguard polluted water how to cook food without any of the modern conveniences how to build some form of a crude shelter how to develop some plan of defense against possible attack by airborne saboteurs. *The other things being equal* is important however since in some situations physical strength might overshadow intelligence and so might the gift of oratory the possession of wealth and so on. But on the whole since time immemorial in times of stress it is the more intelligent who have the best chance to survive since they are more capable of adjusting quickly of changing and of learning to do what must be done for survival. On the whole much the same thing tends to happen in the school situation in that those who survive on the climb up the educational ladder are those who are most intelligent. There are of course many situations where other things are not equal. If they were student survival would depend practically entirely on intelligence. This is one place where teachers and counselors are still somewhat unrealistic since quite frequently the answer to mother's question "Why isn't John doing very well?" is "He is not intelligent enough to do the work that you and the school seem to insist that he must do." Obviously this could hardly be called a tactful statement but quite frequently it is a true statement and all the motivation in the world will not get some students through college. Intelligence is still a factor although sometimes we tend to pass it off as a rather trivial matter and give the impression that as long as one is really interested one can do anything one wants regardless of what one has in the way of capacities. This is simply not so.

There is no doubt that helping the parents to become more aware and more acceptant of their child's academic limitations is often a difficult task. It is one in fact that often calls for counseling more than anything else. This is particularly difficult with those parents whose children simply must excel and to whom being told that their child on the basis of the test data that is available is intellectually among the least capable in the classroom is indeed a heavy blow. There is no doubt that it is better for some children if their

¹⁰ J. P. Guilford "Three Faces of Intellect" *The American Psychologist* 14: 469-479 August 1959

parents do not know about their intellectual capacity. The first reaction of more than one parent known to the author has been to punish the child, and then indicate grimly that from now on he will work harder until he does better! The teacher may labor in vain with such a parent to try to make him understand that all the homework in the world won't change Willie's mental capacity, and that he is actually working beyond his capacity at the present time! Even with such parents, however, we cannot be happy to live a 'let's pretend' existence, and to refuse to face reality. If the school is concerned with the welfare of the child, it must accept its responsibility to do what it can to help parents to become more realistic about their children's assets and liabilities, and to be happy with their children and their children's achievements, even if, from a competitive point of view, those achievements will never win a prize. The fortunate child is one who lives in a home where his parents value him for himself, where they help him to do the best he can, but do not push him beyond his own capacity to satisfy their egos.

Although children as well as parents should be helped to become more realistic about their mental capacities, this is not information for public consumption. The author once taught in a junior high school where the principal, feeling that he had to be up-to-date about testing, administered a group intelligence test to all the children, had it scored, and then placed the names of the students and their scores from highest to lowest, on the school bulletin board for all to read. This was obviously a dreadful thing to do, and the children who were on the bottom of the scale were the objects of ridicule for the rest of their stay in the school while some of the children on the top of the heap would go around saying, 'My score was 127 — what was yours?' They usually asked those who they knew were on the bottom of the scale.

Almost equally questionable was the practice of another teacher who had the I Q's of the children written after their names on her seating list on her desk. While this helped her to adjust her teaching to their capacities, the scores of every child soon became public knowledge, with those in the lower brackets, as usual, occupying the most uncomfortable position. The teacher should have some understanding of the intellectual capacity of each of his children but this knowledge should be in his head and in a private folder rather than on a piece of paper for public display.

A child's intelligence is usually measured by his Mental Age (M.A.) or Intelligence Quotient (I.Q.). When a test is being constructed a certain score may be made by thousands of children whose chrono-

logical age is nine years. This is then used to establish a norm and every child who makes such a score would have a mental age of nine. Thus we could say that the average nine-year-old would have a mental age of nine years, the below average nine-year-old would have a mental age below nine years, and the above average nine-year-old would have a mental age above nine years. The IQ is determined by dividing the mental age by the chronological age and multiplying the quotient by 100. Thus the IQ of a nine-year-old boy with a mental age of nine would be $(9 \div 9) \times 100 = 100$. A nine-year-old boy with a mental age of six would have an IQ of $(6 \div 9) \times 100 = 66.66$. A nine-year-old boy with a mental age of twelve would have an IQ of $(12 \div 9) \times 100 = 133.33$. Thus the first boy might be considered as being intellectually average or normal, the second boy would be well below average or subnormal, while the third boy would be well above average in the very intelligent bracket. If these scores are correct, the second boy will find even the learning of the basic skills in the elementary school a difficult task, while the third boy will probably be finished with his work almost as soon as the teacher assigns it, and thus may present more of a problem to the teacher than the other child.

The term *percentile* is often used in describing a child's score on a test. This word should not be confused with *percentage*. A child whose raw score on a test places him on the tenth percentile has scored higher than ten per cent of the group on whom the norm was established. Thus if the boy was in high school, a high school norm would be used, and his ranking on the tenth percentile would mean that he had scored higher than ten per cent of the high school students on whom the norm was established.

Some intelligence tests must be administered individually, while others may be administered to a group. The group tests are obviously more economical of both time and money, and they can usually be administered by a teacher who has no particular training in testing and measurement. Their results are generally valid, but there is more likelihood that there will be some children for whom the score is not valid than when individual tests are administered. Entirely apart from the test itself, the psychometrist administering the individual test is more likely to be aware of any fatigue or emotional stress that may be affecting the results of the test. He is also more likely to become aware of the fact that the child, because of a different environmental background or culture, may not have the general knowledge that the test assumes he possesses. Thus some children may never have heard of a TV set, let alone some TV programs; some children may come from

homes where certain types of furniture generally considered to be known to all are unheard of some children may use words that are unique to a certain group not to be found in any dictionary, while they are unaware of certain words that we generally assume are familiar to all

In addition to these factors the individual tests generally tend to place less stress on verbal skills than do the group tests so that the individual test is less likely to be a measure of the child's verbal skill or reading capacity. Most measures of intellectual capacity however both individual and group do suffer from the fact that they are frequently a measure more of one's book learning formal education and reading skill than they are a measure of his intelligence. Thus our mental tests are often really tests of academic achievement. With the vast majority of American school children of course mental capacity and academic achievement are practically but not always synonymous terms. In any American school if one were to pick out the children who learn to read the fastest and read the best the children who have mastered the elementary school skills to a high degree the children who have the most in the way of knowledge and the capacity to react to that knowledge—these would be the children who were the most intelligent. However there would always be exceptions—although it would be more likely that some children who were not in this select group would be quite intelligent than that children who were in the group would not be intelligent. It is somewhat like saying that there are some individuals with practically no formal education who are more learned than some who have a doctorate degree but it is not likely that those who do have a doctorate degree from a reputable institution are unlearned!

The best known name in intelligence testing is probably that of Binet and it is interesting to note that when Binet was developing an instrument to identify the feeble minded children in Paris schools he was not thinking of developing what today would have been termed an intelligence test. He simply wanted something to differentiate between the normal children and those who were feeble minded. It is well also to keep in mind that Binet assumed that intelligence was a matter of heredity rather than environment that mental capacity increased up to a chronological age of 15 or 16 that the children being tested all came from a somewhat similar culture that the test should be taken under pleasant and unemotional conditions that it should be composed of a variety of tasks and that a time limit should be set for the performance of the test.

In using intelligence tests the teacher or counselor should also

keep in mind that practice has a marked effect on the results. Even familiarity with tests in general will probably result in a somewhat higher score than if one has never seen or heard of a test before. The author can remember that part of his introduction into the air force in World War II was the taking of a battery of tests. Among the men taking the test with him was a trapper who had spent all his days beyond the Arctic Circle. He had little in the way of formal education; he had never been in a town with more than a few hundred people; he had never seen what most city-dwellers would take for granted; and he had never heard of tests. The author, on the other hand, had been involved in work with tests for some years; he was familiar with the culture; and his education included an advanced degree. Almost certainly the test scores of the author on the intelligence measures were far superior to those of his trapper colleague; but there would be a real possibility that the trapper was the more intelligent of the two.

Physiological maturity is usually reached somewhere in the early twenties, but the time at which one reaches his intellectual peak is harder to measure, although it is fairly early in life. As we grow older, of course, we can console ourselves with the objective thought that our experience will more than offset the slight mental deterioration that may be taking place! In any case, once one gets out of his teens, a difference of a year in mental age ceases to have much meaning. Thus a mental age of three with a chronological age of two would mean an I.Q. of 150; a mental age of nine with a chronological age of eight would mean an I.Q. of 112.5; and a mental age of 11 with a chronological age of 13 would mean an I.Q. of 107.5. Obviously from the point of view of intellectual growth, the difference of one year between a chronological age of 32 and that of 33 is quite meaningless. It would, of course, begin to have a significant difference again when an individual begins to get close to the end of his life span, so that with some older people the year between 89 and 90 may indicate a sudden intellectual deterioration. At this end of the scale, however, the difference of a year may be significant, while at the other end of the scale the difference of one year is almost certain to be significant.

The two outstanding tests of mental capacity are the Revised Stanford Binet Intelligence Scale, Form I-M, 1960 edition, and the Wechsler Intelligence Tests, which consist of the Wechsler Intelligence Scale for Children, for ages 5 through 15, and the Wechsler Adult Intelligence Scale, for ages 16 and over. Special training is required to administer and interpret these tests, and subjective judgments must be made in the use of the tests. Most colleges and universities with

counselor education departments offer courses in the use of both of these tests and the counselor or teacher who is to be involved in the testing aspect of the personnel services program should have the training that is necessary to use these tests. Some measurement people prefer one of these measures over the other, some feel that one is superior to the other with smaller children but most will agree that these are about the two best measures that are at the present time available to measure that quality known as intelligence.

Group tests as has been indicated are much easier to administer, and practically any teacher can administer any of the group intelligence tests that are published. There are a vast number of such tests and new ones are continually appearing. Mentioned below are a few of those which are among the better known and the most used.

The *Otis Self Administering Test of Mental Ability* is published by the World Book Company. It is designed for use with grades 1 to 3, 4 to 9, 9 to 12, college and adult.

The *California Test of Mental Maturity* is published by the California Test Bureau. Different forms are provided for grades K to 1, 1 to 3, 4 to 8, 7 to 10 and 9 to adult. A somewhat similar but shorter version is the *California Short Form Test of Mental Ability* for the same grades.

The *SRA Primary Mental Abilities Test* is published by the Science Research Associates. It has forms for ages 5 to 7, 7 to 11 and 11 to 17.

The *Terman McNemar Test of Mental Ability* is published by the World Book Company. It is designed for grades 7 to 12.

Group tests designed to measure scholastic aptitude correlate highly with tests of intelligence although they do not give an intelligence quotient. Used primarily with high school students, college students and adults, they are constructed to predict success in college or advanced training. Among the most widely used measures of scholastic aptitude are: The *Ohio State Psychological Examination*, published by Science Research Associates; the *Army General Classification Test*, published by Science Research Associates and used widely in state employment offices; the *College Entrance Examination Board's Scholastic Aptitude Test* section, published by Educational Testing Service; the *Cooperative School and College Ability Tests*, published by Educational Testing Service. This latter test is replacing the American Council on Education Psychological Examination and it differs from the others in that it has levels for grades 4 to 6, 6 to 8, 8 to 10, 10 to 12, 12 to 14. The *Miller Analogies Test*, published by the Psychological Corporation, is designed to predict success in graduate school. Each of these tests has

its supporters and detractors. Some consider them very worth while, while others consider them to be next to worthless.

These are but a few of the numerous intelligence measures that are available. A few others are the *Davis Eells Games*, published by the World Book Company. This intelligence measure is for grades 1 to 6, and it is an attempt to measure intelligence by means of problem solving. It also attempts to obviate the possible discrepancies due to cultural differences. The *Holzinger Crowder Unifactor Tests* is also published by the World Book Company. It is for grades 7 to 12 and measures four aspects of mental ability—verbal, spatial, numerical, and reasoning. The *Full Range Picture Vocabulary Test* is published by Psychological Test Specialists, Louisville, Kentucky. It is a test of intelligence based on verbal comprehension, with no reading or writing required. It is unusual, not only in this respect, but in that norms have been set up for Spanish American children, Negro children, white firm children, and Negro adults.

These, then, are but a few of the measures of intelligence that are available. The various companies that produce tests are happy to send their catalogues to potential customers, so that the teacher or counselor who wants the latest information on available tests can contact such organizations.¹¹

MEASUREMENT OF ACHIEVEMENT

The teacher must obviously make use of some form of achievement tests, standardized or otherwise, to determine the progress of his children in their achievement of skills and knowledge. He must have some means of comparing the children in his own classroom, so that he knows who is most in need of remedial instruction or help, as well as those students who are so far ahead of their class in skills and understanding that they will require a special form of teaching. If the teacher is more concerned with comparing the student's achieve-

¹¹ Some include World Book Company, Yonkers on Hudson, N.Y.; the California Test Bureau, Los Angeles; Science Research Associates, Chicago; Educational Testing Service, Princeton; the Psychological Corporation, New York; Stanford University Press, Stanford, Calif.; The Bureau of Educational Research and Service, State University of Iowa, Iowa City; Acorn Publishing Co., Rockville Center, N.Y.; Public School Publishing Co., Bloomington, Ill.; The Center for Psychological Service, George Washington University, Washington 6, D.C.; Bureau of Publications, Teachers College, Columbia University, New York; Educational Test Bureau, Philadelphia; Personnel Press, Inc., Princeton; Houghton Mifflin Company, Boston.

ment with his potential to achieve, he may be able to construct his own achievement tests, but if he wishes to know how his group of children compare with a larger sampling then he must use a standardized achievement measure. The better standardized achievement tests also tend to measure the student's capacity to use what he has learned in a variety of situations, rather than strictly to measure the retention of subject matter. This is often one of the troubles with home-made achievement tests — that is, what they measure is pretty much purely retention, and too frequently a grade based on a teacher's final examination is little more than a measure of the student's capacity for memory work.

Teachers should also be careful that they do not fall into the trap of teaching to get better scores on an achievement test. Some school administrators exert a not-always-subtle pressure on their teachers to make sure that their children get higher scores next year on the tests so their school can be pointed to as one of the better ones: "Why, our mean scores on the so-and-so achievement battery were the highest of any in this area!" Teachers themselves may sometimes pressure the students, simply because they want to be able to point out the high standing of their class in an achievement test. This pressure is much the same as that exerted on some students who are preparing for College Board Examinations. They are not really studying to learn, they are just trying to comply with a requirement, and cram all that they think will be needed in order to do well on the examination. The real value of what is to be learned is no longer the criterion; the only criterion is: is this something that might be asked on the examination?

The achievement test batteries that are most commonly used in schools today are listed below:

The *Stanford Achievement Tests* are published by the World Book Company. These tests are organized for grades 1.9 to 3.5, 3 to 4.9, 5 to 6, and 7 to 9. They measure such areas as arithmetical reasoning, word meaning, spelling, arithmetical computation and reasoning, language usage, literature, social studies, paragraph meaning, and elementary science.

The *Metropolitan Achievement Tests* are published by the World Book Company. These tests measure five levels from grade 1 to grade 9. These tests are measures of what is generally studied in the different grades so that they measure both skills and knowledge of subject matter, although the emphasis tends to be somewhat on the knowledge of the subject matter rather than the ability to make use of it.

The *California Achievement Test Batteries* are published by the California Test Bureau. These tests are designed for grades 1 to 2, 3 to

1 4 to 6 7 to 9 and 9 to 11 They measure achievement in reading comprehension and reading vocabulary arithmetic reasoning and arithmetic fundamentals and language

The *American School Achievement Tests* are published by the Public School Publishing Company They are tests for grade 1 grades 2 to 3 4 to 6 and 7 to 9 On the intermediate and advanced batteries scores are available in reading arithmetic language and spelling social studies and science

The *For a Tests of Educational Development* are published by Science Research Associates They are designed for grades 9 to 13 and measure the general areas of social concepts natural sciences correctness of expression quantitative thinking social studies and general vocabulary

The *National Merit Qualifying Scholarship Test* published by Science Research Associates is for second half juniors and first half seniors seeking college scholarships It provides scores in English mathematics social studies natural sciences word usage humanities total and science total

The *Sequential Tests of Educational Progress* published by Educational Testing Service have levels for grades 4 to 6 7 to 9 10 to 12 13 to 14 They consist of seven tests in the areas of reading writing mathematics science social studies listening and essays

The *Cooperative Achievement Tests* are published by the Educational Testing Service These tests are designed for use with high school seniors and college freshmen They measure achievement in social studies natural sciences and mathematics The Educational Testing Service also produces achievement tests for most high school subjects These tests are among those that measure the capacity to use the knowledge as well as the retention of the subject matter

The *Iowa Every Pupil Test of Basic Skills* has an elementary battery for grades 3 to 5 and an advanced battery for grades 5 to 9 The elementary battery is published by Houghton Mifflin Company while the advanced battery is published by Science Research Associates These tests measure achievement in reading skills work study skills mathematic skills and language skills

The Acorn Publishing Company of Rockville Centre New York publishes achievement tests in college English high school English high school literature high school and college reading high school spelling high school and college vocabulary high school general mathematics high school general science junior high school social studies high school and college world history and high school and college American history

If a teacher is constructing an achievement test for his own use he might ask himself these few simple questions

1 Does the test measure what I have been teaching? If the teacher's subject matter is social studies, the achievement test should cover only those aspects of social studies that have been taken up. Teachers some times have a habit of testing children on some area of study that has never been mentioned or discussed

2 Can the test be used to distinguish between those students who are in need of assistance and those who are not? If the sole purpose of the test is to indicate that Mary got 68 per cent while John got 45 per cent, and therefore that Mary is the better student, we may doubt its value. A good achievement test will help students to discover their areas of weakness and may also point out to the teachers areas where their teaching could be improved

3 Will the test be such that there will be some likelihood of consistency not only in the answers of the children, but in my scoring as well? Reference has already been made to the "split half" technique of determining whether a test is reliable, but the test should also be constructed so that it is possible for the teacher to be consistent. If a teacher makes up an achievement test in social studies, corrects all the answers without in any way marking them, puts the papers away and marks them again a month later, and finds that there is no relationship whatsoever between the two sets of marks, we must conclude that either the test or the teacher or both are unreliable. If such a thing does happen, the teacher should look carefully at both himself and the test, and work to make both more reliable

4 Is the test really measuring what I think it is measuring? If the test is a valid measure of achievement in the area of social studies it is most likely that the better students the more intelligent students, the highly motivated students, will do better on the test than the students who are generally at the other end of the ladder. There will be exceptions to this rule, of course, but on the whole, the teacher may assume that if significant numbers of his better students do very poorly on his test, or if there seems to be no relationship between the scores on his test and the excellence of the students' work in other areas, then there may be some question as to the validity of his test

5 Is the test a measure of the child's capacity to use what he has learned as well as of the child's knowledge in a certain area? The actual knowledge that a series of events took place on the western frontier within a few weeks of each other is of little importance but the capacity of the child to put these events together and to come to

some understanding of the significance of the relationship of these incidents is of much importance

MEASUREMENT OF INTERESTS

Teachers counselors and parents agree that the interests of children fluctuate with bewildering rapidity and this applies to interests in play activities in plans for the future in school work and so on. With many children however there is a broad consistency in their interests so that a boy may tire of a certain athletic activity but remain interested in activities that call for physical exertion and effort. A child's interests in reading materials may change greatly but there may be a consistent interest in reading. Nevertheless any parent whose educational and vocational plans for his children are based on their interests when they are small children is very likely to get into difficulties later on or at least his children are! As the child grows older his intelligence remains consistent and his aptitudes change little although aptitudes that have been unknown may be discovered. His interests however fluctuate and change and thus prediction of the direction in which one should move educationally and vocationally is somewhat uncertain. A student may have a high degree of intelligence and he may also have special aptitudes that would likely make him successful in such a profession as surgery or music but if he has learned to loathe these areas for which he would appear to be admirably fitted then all the intelligence and aptitude in the world will be of little avail.

One cannot succeed with just interest and nothing else but it is equally certain that one will not succeed if he has everything else but the interest. We must be interested in what we do if we are to be successful at it and the what we do may be driving a truck skiing down a mountain slope being a father studying for an advanced degree in zoology or just generally sitting around doing nothing. Some of course might say that practically everyone is interested in the last mentioned activity!

As the youngster begins to get along in his teens however interests tend to become more stabilized and by the time most children are around 17 years of age their broad areas of interests have become what they will probably remain in the years ahead. There are always exceptions of course and the interests of some children will become stabilized much sooner others much later. A child's interest may sometimes

be based on false premises, and when he discovers the truth, his so called interest immediately changes. This is particularly the case regarding vocational interests, since many children picture various occupations in a most unrealistic light. The author knows one young lady whose version of nursing was very much affected by the Florence Nightingale legend, and by the glowing propaganda put out by schools of nursing. After a few weeks as a nursing aid, however, she saw nursing in an entirely different light, and her "interest" in nursing quickly evaporated. One might say, of course, that she was not really interested in nursing since her supposed interest was so shallow, or she might, of course, be the spoiled young thing who was unable to take some of the experiences that she had to undergo as a nurse's aid.

The elementary teacher, and the counselor, then, should be concerned with the interests of his children, because their performance in any task is obviously going to be affected by their interest in it, but he should not start making any long range educational or vocational plans on the basis of the child's expressed interests. It is true, of course, that there is a relationship between intelligence, interests, and aptitudes. All three of these are tied together into the making up of the personality of the individual, and all three affect the achievement which has already been discussed. A child is not usually interested in what he cannot do and if he is, there is the real possibility that his interest might be a most unhealthy one. The child with an I.Q. of 85 is not likely to be interested in the solution of crossword puzzles, the child who shows nothing in the way of an aptitude for music is not likely to be interested in practicing the piano for several hours a day, the frail lad with glasses and a hearing aid is not likely to be interested in being a quarterback for the high school football team. If Joe does begin to spend hours on crossword puzzles, if Mary sits on the piano stool hour after hour, and if the coach cannot get Frank off the football team then we might begin to wonder what it is that bothers these young people. A healthy interest is a realistic interest: if a child is interested in doing what is practically impossible for him to do those with a Horatio Alger attitude might feel that he has great ambition — but most counselors and mental hygienists would feel that it is more likely to be an indication of a disturbed child.

By the time the child gets into the high school however the teacher and the counselor are often forced to operate on the basis of the stability of interests, since for some children at least decisions must be made regarding their academic and vocational future. This is one reason that it is safer to base future plans on fairly broad interest areas rather than on some very narrow and specific interest area. Thus it

may be safer to have a girl plan some occupation in which she works closely with people helping them to become more effective individuals than to plan specifically on being a teacher, a nurse, a social worker or so on. Not only is this likely to result in later satisfaction on the basis of interests but it is also more realistic from the point of view of intelligence and aptitudes since some children may have a real interest in some specific occupation but may not have the intelligence or aptitude necessary to be successful at it. This is also something that teachers and counselors must help parents to understand and to accept—the hard fact that all the money and all the practice and all the interest in the world cannot make a famous concert pianist out of a child. He has to have certain aptitudes and some degree of intelligence. Nor can the former star quarterback of twenty years ago push his young son into being an equally effective quarterback. To do well or to excel in almost any form of human endeavor requires interests and motivation; it is true but certain other things are necessary too. Without them the pressure to excel will result not in excellence but in frustration and hopelessness and despair.

By the time the child is getting along in junior high school the school should already have a picture of his interests not so much by what he says as by what he does. In many ways this picture may be a more valid one than that determined by the administration of an interest inventory. We can fairly safely assume that the adolescent boy who for several years has tinkered and worked with old automobiles has some interest in mechanical areas; that the girl who has been active in all sorts of work with student groups is interested in working with people; that the very intelligent boy who happily pores over biological and zoological books in different libraries to increase his understanding of plant life is interested more in individualistic than in group work and so on. These students are hardly in need of an interest inventory but for other students there may be much less certainty as to just where their interests may lie and an interest inventory may help them to be more realistic in their future planning. In addition as previously mentioned an interest inventory may often be a good means of establishing a counseling relationship with a student who might otherwise be quite reticent. The results of an interest inventory are personal but they are seldom threatening and thus they may help to establish the conversation in a more personal vein.

The number of interest inventories that are available is not large and the two that are by far the most common at the present time are the *Kuder Preference Record* and the *Strong Vocational Interest*

Blanks for Men and Women The *Kuder Preference Record*, published by Science Research Associates, measures interest in ten areas—outdoor, mechanical, computational, scientific, persuasive, literary, musical, artistic, social service, and clerical. The test is designed for the high school and adult level. An advantage of this test is that it refers to broad general interest areas rather than specific occupations, so that an interest in a particular area may mean a possible interest in scores of occupations generally related to that area. These occupations are described in a booklet so that the student may become aware of possible occupations that are related to his interests. He can also determine the extent to which his interests seem to be the same as those of people who are successfully employed in a great variety of occupations. With a little study, a teacher can quite easily use the Kuder and other interest inventories.

The *Vocational Interest Blank for Men, Form M* and the *Vocational Interest Blank for Women, Form W* (by E. K. Strong) are published by the Stanford University Press. These tests are intended for senior high school students and adults. They show how the person's interests are related to those of successful workers in specific occupations. The test for men measures interests in 47 specific occupations, 6 occupational group scales, and 4 non vocational scales. The latter four measures are described as occupational level, masculinity femininity, specialization level, and interest maturity. The test for women measures interests in 28 specific occupations, and also has the special masculinity femininity score.

The *Occupational Interest Inventory*, published by the California Test Bureau, is for intermediate to senior high school and adults. It measures six fields of interests—personal social, natural, mechanical, business, the arts, and the sciences. It also identifies three types of interests—verbal, manipulative, and computational—and gives two measures of the student's level of interest.

An *Interest Inventory for Elementary Grades* is published by The Center for Psychological Service, The George Washington University. This covers the interest areas of reading, movies, radio, games and toys, hobbies, things to own, school subjects, people, occupation, and activities.

MEASUREMENT OF APTITUDES

Beethoven and Shakespeare and Napoleon were all probably very intelligent people, and no doubt they were all highly motivated and

interested in what they were doing but there were thousands of individuals in the world of music the world of literature and the world of war who could probably equal those gentlemen in intelligence and motivation and interest. These three men were unique because they had special aptitudes for music literature and conquest on the battle field. No doubt part of these special aptitudes were something that they learned from the time they were born but a future Beethoven or Shakespeare has to be born before he can be trained. All the training in the world will be of little avail in the creation of a Beethoven or a Shakespeare unless a person is born with a certain special aptitude or potential for music and literature. Those fortunate children with special aptitudes are the gifted ones and they do not have to work for what they have although they will need some help and will have to work to make real use of it.

Many of these aptitudes are hidden and unknown and aptitude measures may bring to the surface or at least make evident some hitherto unknown talents. It is almost certain that much in the way of music and art and literature has been lost to the world because some ill or poverty stricken child was never helped to realize the tremendous talent that he had talent which waited in vain for the development that never came. This then is one of the tasks of the teacher and counselor to make sure that the talent that is represented in various children in their classroom is given a chance to grow and develop.

Teachers and counselors of course often do spot the aptitudes that are evident in some children the child who picks up a brush and seems to be able to paint a portrait almost at the first attempt the boy who handles a musical instrument as if he had played it for years the little girl who somehow is able to put words together so that they make a deep and meaningful poem—these are dramatic and easily detected. But all children have some aptitudes in some direction. These aptitudes are often not very dramatic and they are of the sort that cannot be easily detected. They may be of great importance in the future of the child however and they may make the difference between a happy and satisfactory life in the future or one of despair or frustration. This is particularly so with those children who have little in the way of assets and who seem to have much in the way of liabilities. It is essential that we do our utmost to determine any possible avenue in which the chance of moderate success for the child is at least fairly good. The wise use of aptitude tests may sometimes give some indication of just where this avenue lies as compared with another avenue that is for some children a dead end.

Some tests described as general aptitude and achievement tests are

very much like the intelligence measures that have already been described, and they would seem to give a better description of the intelligence and the academic achievement of the child rather than his special aptitudes. The *Differential Aptitude Tests*, published by the Psychological Corporation, are of this nature. They are for high school students, and comparisons can be made for both boys and girls with their scores on verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, and language usage. Certainly some of these items would seem to be more indicative of intelligence than of any special aptitude, although it is true that skill or high scores in some of these items is related to success in certain occupations. Of a somewhat similar nature is the *General Aptitude Test Battery*, published by the United States Employment Service, which provides scores for 10 aptitudes that are important in a variety of occupations. Still another group of such tests is the *Flanagan Aptitude Classification Tests*, published by Science Research Associates. These tests are designed to measure inspection, coding memory, precision, assembly, scales, coordination, judgment and comprehension, arithmetic, patterns components, tables, mechanics and expression. The *Aptitude Tests for Occupations*, published by the California Test Bureau, measure personal social aptitude, mechanical aptitude, general sales aptitude, clerical routine aptitude, computational aptitude and scientific aptitude.

Among the many special aptitude tests that are available are the *Engineering and Physical Science Aptitude Test*, the *Mechanical Comprehension Tests*, the *Minnesota Clerical Test*, the *Revised Minnesota Paper Form Board*, the *Seashore Measures of Musical Talents*, all published by The Psychological Corporation, the *Purdue Pegboard*, the *SRA Mechanical Aptitudes*, the *Drake Musical Aptitude Tests*, the *SRA Clerical Aptitudes*, all published by Science Research Associates, the *MacQuarrie Test for Mechanical Ability*, and the *Wrightstone O Toole Prognostic Test of Mechanical Abilities*, published by the California Test Bureau. The *Meier Art Tests 1, Art Judgment*, published by the Bureau of Educational Research, State University of Iowa. The *Minnesota Rate of Manipulation*, published by the Educational Test Bureau, the *Stanford Scientific Aptitude Test*, published by the Stanford University Press, the *Turse Shorthand Aptitude Tests*, published by the World Book Company, the *Symonds Foreign Language Prognosis Test*, published by the Bureau of Publications, Teachers College, Columbia University, the *Educational Aptitude Test* and the *Teaching Aptitude Test*, published by The Center for Psychological Services, The George Washington University, the *Detroit General*

Aptitudes Examinations, Form A, the *Detroit Clerical Aptitudes Examination*, and the *Detroit Mechanical Aptitudes Examination*, published by the Public School Publishing Company, Bloomington, Illinois, the *Academic Aptitude Tests*, *Mechanical Aptitude Tests*, and *Clerical Aptitude Tests*, published by the Acorn Publishing Co., Rockville Centre, N. Y.

MEASUREMENT OF PERSONALITY

There is no doubt that in the realm of measurement, personality offers the greatest challenge, and personality tests and inventories are, on the whole, probably the most questionable of the different instruments used in measurement. Personality has been described in a variety of ways, and it might generally be thought of as all the qualities that go to make up an individual—his intelligence, his achievement, his aptitudes, his interests, all of his assets and all of his liabilities. It is the person and everything that goes to make up that person. It is questionable whether one could ever refer to such a thing as a good personality, although many people will describe one as having a good or bad personality. If we say that one has a "good" personality, it usually means that we think of the individual as having personal qualities that we think are positive. Someone else might see these same qualities quite differently. It is true, of course, that some popular figures affect most people in a positive manner, and nearly everyone seems to think that they have a "good" personality, while others affect nearly everyone in a negative manner, and are considered to have a "poor" personality. The person who is well liked by others is usually a fairly healthy person, while the one who is thoroughly disliked is more likely to be an unhealthy individual. This is not always so, of course, and the comedian is a good example of one to whom others may react in a hilarious but positive manner, but who actually may be a sick individual who sees the world as anything but a humorous and happy place.

Nor may an individual have the same concept with regard to his personality as do others. Some children may be regarded quite highly by their teachers, but they may regard themselves as being of little value. The humility that may appear to the group as a positive characteristic may be indicative of much personality maladjustment. This, of course, is one of the reasons for the need for personality measures, since many people may not be what they appear to the general public, or even to their close friends, teachers and parents.

Sometimes the individual may have a very confused picture of himself so that the child who harbors much hatred and hostility toward his parents may quite honestly answer the question "Do you love your parents?" by saying "Yes of course." Ideally then the teacher and the counselor should know the personality patterns of their students. They should know those who have moderate difficulties that can be alleviated by the teacher; they should know those who have more serious troubles that will need the help of the counselor and possibly of major environmental changes; and they should know those children who have disturbances such that they need to be referred to outside help or to an institution. Every teacher should keep in mind the fact that practically every child in the United States who will within the next few hours or the next few decades commit acts of violence—every child who will in the future rape and murder and burn and steal and pillage—now sits at a school desk and is working with a teacher. It is not an impossible dream to believe that we can eventually do something so that the vast majority of these acts are no longer committed because the child or adult has no need to commit them.

Another questionable custom is the typing of personality. This is not only a habit of many lay people but also of some professional counselors. It is questionable whether there is any such thing as an extrovert or a paranoid or a schizophrenic and so on. While it is true of course that some individuals are characterized by certain traits to such an extensive degree that they might be described as above, it is also true that practically all of us reflect these traits to some extent. The degree to which paranoia is characteristic of the individual is what is important rather than a blanket answer to the question "Is he a paranoid?"

The methods of measuring personality range from the very simple to the very complex but at least a thread of subjectivity runs through all attempts to measure personality. Let us look at a few of these methods.

- 1 The most frequently used method of measurement of personality is the simple comparison of the reactions of the individual with those of the group or with those of the individual who is doing the measuring. Thus a very overt individual may be described as having an aggressive personality when he is compared with a group of seminary students but if the same individual is compared with a group of baseball players he may be described as being somewhat quiet and withdrawn. Similarly an extremely passive teacher might describe a normally aggressive boy as being very hostile. Such measures are com-

pletely subjective and the description of one's personality depends entirely on the group with whom the individual is being compared or on the individual who is doing the comparing. There is of course an element of this subjective comparison in practically all of our personality measurement and even in the more objective measures the extent to which we are ribbed as being aggressive or passive depends on what is considered to be *normally aggressive or normally passive*. As has already been pointed out this also applies to our descriptions of psychological abreactions so that there are elements of paranoia in practically everyone we all have some fears or feelings of persecution often quite irrational. Thus personality measurement is always a comparison. A more objective comparison however is with a *more valid and representative group* and this is not usually the case when the teacher makes a snap judgment about the child's personality based on the extent to which the child deviates from his class members and from the teacher's concept of normality.

From a remedial point of view such a measure of personality is quite worthless since it gives no valid description and no hint or indication of what might lie behind a general pattern of behavior. *It is of no assistance to the counselor in helping him to understand what might be done to help the individual move toward less distorted and more realistic reactions.*

2 We may obtain information regarding problems and conflicts from problem questionnaires and personality inventories. The problem questionnaires some of which have been discussed in an earlier chapter usually give *some indication of the types of problems that are disturbing a child or a group of children*. The personality inventory on the other hand usually refers to specific personality traits such as ascendancy emotional stability sociability analytic thinking and so on and it indicates where the student stands when compared with his group. Both the problem check list and the personality inventory have several serious deficiencies and any teacher or counselor who uses them should keep these points in mind.

a Many people are unaware of their real personality problems and may pick some other problem particularly one that is more acceptable. This is particularly so in the sexual area where many people have learned that they should not feel and think what their physiological and psychological body tells them they are feeling and thinking. One way out is to repress this feeling to the point where one consciously accepts as his problem something that may be quite far afield from his real problem. This may be also the case with religious difficulties particularly with children who grow up feeling

that there is a certain religious dogma that cannot be questioned, and then get to the point where their intelligence does question some of what they feel they must accept. There may then be trouble unless they can satisfy themselves that there is some other problem facing them. They might, for example, become a type of religious fanatic who goes around insisting that everyone must believe as he does, not concisely knowing that he is trying to convince his own uneasy self that he is secure. Thus the problem questionnaire may give the honest answer of the student, but even this may not be an indication of his real trouble.

b All of us tend, to some extent, to distort and to attempt to evade real problems. Even a person who has undergone counseling is probably still unrealistic as far as some of his problems are concerned. We can generally assume that the answer to the question, "What is troubling you today?" is at best only going to approximate the real truth, since the more disturbed an individual is, the less likely it is that he knows what is bothering him.

c We may not be able to express our problem because of our lack of intelligence (or even our intelligence itself), because of our lack of or type of language, or because of our culture. Certainly many people do not have the intelligence that is necessary to understand the intellectual where's and how's and why's of their problems. They cannot discuss them intellectually, but they can express themselves emotionally, and this, after all, is where the therapy lies. A person with very little in the way of an education or an understanding of the language would also have some difficulty in psychologically describing his difficulties. Verbally, he might be able to say little more than that he hated someone and wanted to shoot him. It may also be difficult for some people who have learned to intellectualize everything to really express themselves emotionally. This sometimes happens in counseling with intelligent students of psychology; they talk in an intellectual vein about the psychology of their difficulties, but they find it difficult to emotionally experience their feelings. This might also be the case with the individual who has learned always to be intelligent, to discuss things in a logical manner, never to let one's feelings run away with one's self. Any sort of verbal or written questioning of such an individual about his problems would not likely be very productive.

d We often respond to a situation as we know we are supposed to respond rather than the way we actually feel. Thus, often a so-called personality test may be little more than an academic exercise on how

well we understand the ways in which we are supposed to behave. The more insecure we are, the more likely it is that we will be defensive and careful about our answers. Thus quite frequently a more stable individual will have written answers on a paper and pencil personality test that will be accurate and correct but a more disturbed person is more likely to distort or evade the truth.

e We must also assume that the student who answers a paper and pencil inventory is honest and conscientious in his answers that he has answered to the best of his ability, and that he is under no unusual or atypical stress or strain. The place of the testing would of course, influence this a good deal. If a client comes into a private counseling office and takes some personality inventories because he wants to understand himself better, there is more chance that his answers will be accurate than if he is a member of a group who have had to take a guidance test battery particularly if they are taking it from someone they may have some reason to distrust.

3 There is actually little difference between what might be called a Problem Check List and what is described as an Adjustment Inventory. The child may be asked to check off, from a list of problems those which he feels are problems for him. he may be asked to check some statements indicating the extent to which each represents a problem for him. he may be given a certain situation and then be asked to check the solution that is closest to what he would likely do in such a situation. or from a series of solutions he may be asked to check the item that he thinks he would be most likely to do (or that which is most like him) and then check the item that he thinks he would be least likely to do (or that which is least like him). Actually, of course, all are attempting to arrive at some indication of the problems that may disturb the child. but the more recent Adjustment Inventories do have the advantages of referring to more specific character traits and comparing the child with his comparable group. The accuracy of these results however, is subject to some question.

The *Mooney Problem Check List*, published by The Psychological Corporation is for junior high school, high school, college and adult levels. This list can help teachers and counselors to identify problems in the areas of health and physical development, home and family, morals and religion, sex, economic security, school or occupation, social and recreational activities.

The *Heston Personality Adjustment Inventory*, published by the World Book Company is for high school seniors and college freshmen. It gives comparisons in such areas as analytical thinking, soci-

ability, emotional stability, confidence, personal relations, and home. It consists of a series of questions to which the student answers, 'Yes, 'No, or "Don't Know."

The *California Test of Personality*, published by the California Test Bureau, has forms for grades K to 3, grades 1 to 8, grades 7 to 10, grades 9 to college, and adults. It consists of a series of questions to which the student gives a 'Yes' or 'No' response. The test indicates how the student feels and thinks about himself, his self reliance, his estimate of his personal worth, his sense of personal freedom, and his feeling of belonging. It also indicates the extent to which he possesses nervous or withdrawing tendencies, how he functions as a social being, his social skills, his knowledge of social standards, his freedom from anti social tendencies, and his family, school, and community relationships.

The *Detroit Adjustment Inventory*, published by the Public School Publishing Company, has forms for junior and senior high school, for grades 3 to 6, and for ages 5 to 8. The senior form is designed to interpret the problems of junior and senior high school pupils, while the two other forms are concerned with four types of reactions—habits social, emotional, and ethical. The form for the youngest children recognizes the fact that many of these children are not able to either read or write.

The *SRA Youth Inventory* and the *SRA Junior Inventory* are published by Science Research Associates. The Youth Inventory is for grades 7 through 12, and it helps identify problems in such areas as my school, looking ahead, about myself, getting along with others, my home and family, boy meets girl, health, and 'things in general'. The Junior Inventory is for grades 4 through 8. Form A of the Inventory measures five areas—my health, getting along with other people about myself, about me and my school, and about me and my home. Form S of the Inventory measures six major areas—things in general, my health, about myself getting along with other people, about me and my school, and about me and my home. Form S gives the child a chance to indicate the intensity of the problem, so that he makes a check mark in a big box if the item is a big problem, in a middle sized box if it is a middle-sized problem, in a little box if it is a little problem and he encircles 'No' if it is no problem at all.

The *Gordon Personal Profile*, published by the World Book Company, has norms only for college men and women but it could probably be used to advantage with high school seniors. It measures ascendancy, emotional stability, sociability and responsibility. Each item has four statements, and the student is asked to check the state

ment that is least like him and the one that is most like him

A test that has been used a great deal in the past few years is the *Minnesota Multiphasic Personality Inventory* published by The Psychological Corporation. All of the tests and inventories mentioned up to this point can be used by the classroom teacher without any particular training in the use and interpretation of tests but this is one which can be used effectively only by the trained counselor or by a teacher who has a background of training in tests and measurement. It identifies problem cases among high school and college students and among other things has scales on hypochondriasis depression hysteria psychopathic deviate masculinity femininity paranoia psychasthenia schizophrenia hypomania and social introversion.

The *Thurstone Temperament Schedule*, for high school college and adults is published by Science Research Associates. It is not an adjustment inventory as such but measures seven basic temperament traits—active vigorous impulsive dominant stable sociable and reflective.

Science Research Associates also publish *A Book About Me* which is for kindergarten through first grade. This booklet allows the child to react to a series of pictures and helps the teacher to get answers to such questions as: What is the child's background? What about his family life? What kinds of clothes and toys does he own? What stories does he know? What are his special interests? How mature is he? Many children will not react to a direct question either written or verbal about their personal life but through these pictures the teacher may be able to get answers that would otherwise remain unknown.

The *Mental Health Analysis*, published by the California Test Bureau has forms for grades 4 to 8 grades 7 to 10 grades 9 to college and adult. It gives an analysis of five types of mental health liabilities—behavioral immaturity emotional instability feelings of inadequacy physical defects and nervous manifestations. Mental health assets that are measured are close personal relationships interpersonal skills social participation satisfying work and recreation and adequate outlook and goals.

The *Johnson Temperament Scale* also published by the California Test Bureau is for high school college students and adults. It measures nine individual behavior patterns or tendencies. These are composed nervous gray hearted depressive quiet active cold cordial hard boiled sympathetic, objective subjective submissive aggressive appreciative critical impulsive self mastery.

These are but a few examples of the many tests and inventories

of this nature that are available. Practically all of them, including all of these described here with the one exception, are measures that can be used by the classroom teacher. They are not the final answer to give the teacher an absolute picture of all his students, but there is no question that they will greatly aid the teacher in achieving a better understanding of most of his students. The modern school budget should include funds for the annual purchase of a variety of tests, and personality measures should be included in the list of essentials.

4 A fourth method of measuring personality and maladjustment, problems, and difficulties is through the use of projective devices. These tests use a great variety of stimuli such as ink blots, words, pictures, incomplete sentences, drawings, and so on, to which the client reacts. The stimulus is such that the client, in reacting to it, projects his own personality. There is no indication of how he should answer, and indeed, there is no way that he 'should' answer. His reaction is a free one, and in this way he develops a picture of himself, although he may be quite unaware of this picture as it develops. Projective devices are also subject to projection on the part of the one who is doing the testing as well as the one who is being tested, thus these instruments should be used only by those counselors who have special training in the use of projective devices. Even the classroom teacher, however, should be aware of the instruments that are available, and have some general understanding of the theory behind their use.

The *Rorschach* is probably the best known of all projective devices. It consists of a set of ten ink blots and the subject is asked to describe what he sees, what the blots make him think about, or to tell a story about them. The ink blots are neutral, and what the subject sees in them is what he puts in them. From these series of free responses, the trained counselor will develop a picture of the personality of the client, with some possible indications of the pressures and difficulties which may be causing some disturbance in the client. Such an instrument as the *Rorschach* would sometimes give indications of a seriously disturbed individual, while tests such as those already mentioned would give no indications of any particular deviations.

The responses below are those given by a fourteen year old boy to the series of ten ink blots. At the time he gave these answers he was still in school, but the parents were a bit worried because they felt that he was 'a bit different'. Later on, the boy was placed in an institution. A series of dots in the responses means that the words were not intelligible to the author, while the terms that have no

meaning are the written version of a series of letters and phrases put down as they sounded

Number 1 It looks like an octopus an an It reminds me of a man with 90 eyes and 350 mouths the man's head was rolled up together into a ball twisted mashed up together and rolled out again and flattened It looks like a human head—a cave man or an Indian or a monster Superman ought to see this Its got two horns on it I can't think of anything else about this monster

Number 2 [Note The long series of meaningless syllables are written here as they sounded The child said them rapidly and seemed to have them in his mind that is he did not make them up as he went along] Looks like a phitoriabiopia I wonder what the thing is They must have blotched a lot of red and black ink The white part in the middle is the king of the that ruled China 100 years after Adam died. He must be a savage warrior Wow! No telling what that vantoroccamparia is He might be a utophalorasicporrirossia Its red blood it looks like blood

Number 3 Looks like a shapodia—a rocknodia He looks somewhat like a human being He had two red eyes in the middle His arms and hands look like round tomatoes sucking over his head Oh brother that. I'd hate to have him crawling in the room He might be that crazy manical guy in the case I'm glad they haven't found such a creature on earth I wouldn't sleep much He might crush me to death It looks like two one legged men

Number 4 It looks like a man a fat man two great fat legs with something holding them up I'll bet he was one of these in America. He has red fat feet and skinny arms If you turn him upside down he looks like a bat If you turn him right side up he looks like what I said before I wouldn't want to be around one of these things He probably came from Mars No telling what science will do in 20 centuries

Number 5 Scarborchanbad It looks like an ancient moth that was crushed He's got some blood and junk squeezed out of him God! Turn it upside down and it looks like a rabbit with a great wing on it They ought to have that in a museum Looks like something that wasn't on earth but was sometime ago that wasn't there Brother! If I showed my friend that he'd want to know what it was

Number 6 God! No telling who that guy is He looks like a flying squirrel with wings on his neck and his neck is stuck away out. They ought to call him scoperscriphia That's all I can tell about that monster

Number 7 Yow Hamm Looks like two apes with a tail on the beginning of their back and with feathers on their heads They're about to kiss each other They are cut in half They're standing on something They must be standing on a rock that's not in this world No telling what it is I hope it isn't a human Their faces are ugly If you turn it upside down it looks like two great cliffs with a roof over them They're standing on little steps

Number 8 Phew! It must be a body in the inside of some monster a fish When you turn it sideways it looks like two red moles with no tails climbing each in the Rocky Mountains The coloring is beautiful It looks like blue hills Reminds me of the inside of a fish that I killed but it was already dead Wasn't I mean, though—a devil

Number 9 God! It looks like two babies hands . . . looking over two animals pinning down another animal It looks like a cow in the picture, or some kind of an animal or something It has the face of an animal—an alligator or a cow or a horse But some animal The top looks like the bottom of a boiling sulphur pit in temple Oh, brother!

Number 10 It looks like a bunch of animals yellow walruses crabs blue crabs toads The color is exquisite It looks like two worms crawling on the face of a rabbit The brown part looks like two monsters, with of clothes I see some squirts The blue crabs are after a fish or something

Another well known projective device is the *Thematic Apperception Test*, commonly known as the TAT In this test, which consists of a series of twenty pictures, the subject is asked to react to the pictures, and not only his answers, but his reactions while answering are noted by the counselor These pictures are more specific than the ink blots, but they are general enough so that what the subject sees in the picture is really a picture of his self

The Children's Apperception Test is of a somewhat similar nature, although it is constructed especially for children ages 3 to 10 The pictures are vague and ambiguous and they contain youthful figures with whom the children can identify themselves

The Gilmore Sentence Completion Test is typical of several projective measures that use the device of having the student complete an unfinished sentence or word Like the other projective tests, these measures give broad clues and pictures of the total personality of the individual

The Blacky Pictures, published by Psychological Corporation, is designed to measure psychological development for ages 5 and over It uses a series of twelve cartoon drawings aimed at pointing up the psychosexual development of the individual through the analysis of the stories he builds around these drawings

5 A final method of the measurement of personality is the most complicated of all, and this is a combination of the psychological and the physiological Instruments that might be considered to use a psychological physiological approach measure activities that are the products of both the emotions and the intellect the mind and the body—such things for example, as pulse rate skin resistance heart beat sweating and so on The electroencephalogram is an instrument which measures the electrical brain activity It has been found

that individuals with certain psychophysiological disturbances have certain patterns of brain waves and their disturbance might at least be implied by certain types of brain waves. The photopolograph is another instrument that measures psychophysiological reactions although it is not as accurate as is usually implied when it is referred to in detective stories as the lie detector! It is quite frequently used in connection with the electroencephalogram.

These then are some of the devices that are being used today to measure the personality of individuals. The day has passed in a modern school when anyone believes that a child's entire personality can be measured or evaluated by some purely subjective statement or remark. Instruments for a more valid measurement of personality are available; some of them are available for teachers and all are available for counselors if they have the professional competence to use them.

BOOKS TO READ

- AHMANN J. Stanley and Marvin D. Glock *Evaluating Pupil Growth* Boston Allyn and Bacon Inc. 1958
- ANASTASI Anne *Psychological Testing* New York The Macmillan Co. 1961
- BARON Denis and Harold W. Bernard *Evolution Techniques for Classroom Teachers* New York McGraw Hill 1958
- BUROS Oscar K. ed *Fifth Mental Measurements Yearbook* Highland Park N.J. Gryphon Press 1959
- GOLDMAN Leo *Using Tests in Counseling* New York Appleton Century Crofts 1961
- REIMERS H. H. Nathaniel L. Gage and J. Francis Rummel *Educational Measurements and Evaluation* New York Harper & Brothers 1960
- ROTHNEY John W. M. Paul J. Danielson and Robert A. Heimann *Measurement for Guidance* New York Harper & Brothers 1959
- THOMAS R. Murray *Judging Student Progress* New York Longmans Green & Co. 1960
- THORNDIKE Robert L. and Elizabeth Hagen *Measurement and Evaluation in Psychology and Education* New York John Wiley and Sons 1961
- TRAVERS Robert M. W. *Educational Measurement* New York The Macmillan Co. 1955

eight

A CASE STUDY

In the records that the teacher or counselor has gathered on each child there may be a great deal in the way of information, but it is likely that few counselors and even fewer teachers, have made a detailed case study of one or more of their children. This is understandable, since a case study means that a disproportionate amount of time and effort is directed toward one child, and yet many troubled children will remain unknown and misunderstood unless a detailed study is made of them.

Even if a detailed case study is unnecessary as far as the welfare of the child is concerned the teacher and the counselor should periodically make such a study of a child. It will almost certainly emphasize the fact that there is much that we do not know, even about those children with whom we assume we are quite well acquainted. It may also make it quite clear that much of the information that is necessary for better understanding is all too frequently conspicuous by its absence.

The word "case" in a case study should not be interpreted too literally. It must be continually kept in mind that we are working with real people, not cases, and that all the information in the world can never give a completely accurate picture of the real boy or girl. In too many instances the problems of children are discussed as if they were dissociated from the child, just as the kidney specialist sometimes seems to assume that there is no one who is connected to the kidney.

A case study is generally initiated because certain symptoms indicate that not all is well with the child. The procedures used in the case study may vary a great deal but the basic purpose remains the same—the diagnosis, the treatment, and the prognosis based on the most detailed picture that it is possible to obtain on the person being studied. We may assume that if the information available on the child is so slight that it is impossible even to begin a case study, then the records in the school are in need of improvement.

In this chapter a detailed look will be taken at the various aspects of a case study. They will be illustrated by material taken from the case study of one John Dodd, a boy who was observed by the author over a period of about six months. John Dodd was in a good school and the information that was available on him would probably not be matched in the majority of the schools in the country. Even so, however, some of the information that should have been present was missing and some of the information that was available was conflicting and confused. John Dodd had some of the better teachers in the country and yet many of the teachers' reports were of a highly subjective nature. It should be stressed here too that John Dodd was representative of many children. He was not strange or queer or unusual. He was an ordinary boy.

Let us now look then in more detail at the various aspects of the sort of case study that every teacher or counselor sooner or later must make on some child in order ever to hope to understand him.

SYMPTOMS

An investigation of the symptoms may soon show that there is little need for a case study. The teacher may be concerned, for example, because John suddenly begins to appear extremely tired in the morning, unable to pay attention and to do his work. A preliminary investigation may show that John's parents have just purchased their first TV set and the whole family is staying up to enjoy the midnight movies. The problem is solved when the parents start getting John back to bed every night at 8:00 P.M. On the other hand, a preliminary investigation and a physical check-up may indicate no reasons whatsoever for John's increasing lassitude and lack of interest and this then may call for a more detailed picture of John. Or some children may have symptoms that are long standing but about which little or nothing has been done. Bob Brown, for example, appears to be physically healthy and he has a high I.Q., yet he has been

getting poor grades in school for years, he is a constant problem for all the teachers and he appears to have no friends among the children. It is most unlikely that Bob's problems will be solved by some simple environmental manipulation, and a detailed study of Bob will probably be necessary if he is to be helped.

A careful and precise indication of the symptoms then, will be the first step in what may prove to be a case study of a disturbed child.

INFORMATION

The greater bulk of the case study will be the information that is carefully and painstakingly gathered on every possible facet of the child's past and present. The school system that has an effective personnel program should have much of this information available for those interested teachers or counselors who wish to become better informed about some of their children. The teacher or counselor who is preparing a case study, however, should not assume that all he has to do is to look at some information that has already been gathered. He will have to go out and dig for much of it himself and the information that is available will have to be sifted. Information that he must have will likely include the following:

- 1 To get the health history of the child we should be able to go back before the child's school days. In John Dodd's records, for example, we note the following:

Pregnancy of mother was full term delivery instrumental weight of child at birth 8 pounds 12 oz. Condition of child immediately after birth good. Breast fed for 9 months first tooth at 9 months sat alone at 8½ months walked alone at 14 months first word at 17 months first sentence at 2 years. Is right handed — no influence or preference. No feeding problems although he now eats slowly and is a light eater. No sleeping problems although he has a habit of biting lower lip. No behavior problems or special abilities or disabilities. The health of the child during infancy was good.

What about diseases, vaccinations and inoculations? On this John's record reads:

Diseases

Measles — April 19—

Mumps — February 19—

Tonsils removed — May 19—

Inoculations or inoculations

- Smallpox — December 4 19—
 Diphtheria — December 21 19—
 Whooping cough — October 10 19—
 Diphtheria — May 20 19—
 Smallpox — May 24 19—
 Schick Test — May 14 19—
 Polio — February 10 19—
 Polio — March 24 19—

Records should also give some indications of the velocity of the child's growth since this is often more important than his actual height. John Dodd's velocity of growth is shown in Table 1.

Table 1 VELOCITY OF GROWTH

Chr age	Stand ht in in	Gain in ht	Gain in time (in months)	Comparati e gain in ht
4 7	40.82	—	—	—
5 7	44.07	3.75	12	3.75
6 7	47.06	2.99	12	2.99
7 7	49.35	2.29	12	2.29
8 7	52.70	3.35	12	3.35
9 10	54.90	2.20	15	1.76
10- 8	56.30	1.40	10	1.68
11 3	58.45	2.15	7	3.69
12 3	58.45	0	12	0

The comparative gain shows a general decline from 5 years 7 months until 8 years 7 months with an unusual spurt from 7 years 7 months to 8 years 7 months. The major comparative gain or velocity of growth spurt of the average boy generally begins around 10 years 6 months. In John's case there was no indication of this at 12 years 3 months.

Thus in John's health history we find nothing unusual in his infancy. His disease record is not unusual, and the steps taken for his protection from disease are normal. His physical growth, however, has been behind that of most of his fellows. While they have been changing into big boys, he remained a little boy.

2 The school history of the child should supply the greatest amount of information. We may have some excuse for not knowing too much about the child in certain other areas, but it is difficult to find a valid reason why we cannot have an accurate picture of the child as he goes

through his school experiences. We may expect an anecdotal record of his academic progress, or his lack of progress; his successes and his failures; the skills that come easily, and those that trouble him; the kinds of schools and the number of schools that he has attended; his record of school attendance; the attitudes of teachers toward him.

The records provided a good deal of information on John Dodd's school history. His "absence from school" record reads as follows:

Grade 1: 20 days — colds and measles.

Grade 2: 21 days — colds.

Grade 3: 41 days — a long illness following the "flu" and ear trouble.

Grade 4: 8 days

Grade 5: 20 days — colds, quarantined because his sister had mumps

Grade 6: 8 days

Grade 7: 25 days — colds and chickenpox.

Grade 8: no record

Grade 9. no record.

In the first seven years of school, John was absent 143 days, a good deal more than the average of most children. In his health history, neither the "flu" nor the chickenpox, mentioned above, are to be noticed. This absence picture tends to alter the impression that one gets on reading John's health history. His health may have been more of a problem than was first assumed.

The school history would, of course, include the results of any academic achievement or intelligence tests that may have been taken. Thus in Tables 2 to 10 we have information on John Dodd regarding his educational age, his intelligence, his oral and silent reading capacity, his achievement in various areas of study, and his grades in various subjects.

Table 2: EDUCATIONAL AGE (METROPOLITAN ACHIEVEMENT TESTS)

<i>Date</i>	<i>Chr. age</i>	<i>Grade</i>	<i>Grade equiv.</i>	<i>Age equiv.</i>	<i>Percentile rank</i>	<i>Class median</i>
19—	6-4	1	2.9	8.2	85	2.4
19—	7-4	2	3.4	8.8	54	3.2
19—	8-4	3	5.1	10.7	59	5.1
19—	9-5	4	6.0	11.7	62	5.8
19—	10-5	5	6.8	12.4	—	6.7
19—	11-5	6	8.0	13.6	—	8.2

Table 3 MENTAL AGE

Test	Grade	Year	C.A.	M.A.	I.Q.
Detroit	K	19—	5 0	5 9	115
Rev St Binet Form L.	K	19—	5 0	5 6	110
Kuhlman Anderson	2	19—	6-11	7 11	114
Rev St Binet Form L.	4	19—	9 0	12 0	133
Rev St Binet Form L.	8	19—	13 0	18- 1	141

Table 4 PARAGRAPH ORAL READING (GRAY)

Grade	C.A.	Raw Score	Grade Score
2	7 5	20	5.5
3	7 10	29	6 4
3	8- 5	35	8 0

Table 5 METROPOLITAN ACHIEVEMENT TEST FORM B 1st BATTERY

Test	Year	Score	Class median	Grade status	Test grade status	Difference
Reading Comp	19—	49	49	58	69	11
Vocabulary		65	56	58	8.5	27
Arith. Fund		37	41	58	57	-0.1
Arith. Prob		37	54	58	57	-0.1
Spelling		40	43	58	60	0.2
English		58	54	58	78	20
Literature		50	50	58	70	12
Hist. Civics		50	48	58	70	12
Geography		42	42	58	62	0.4
Reading Comp	19—	77	70	69	97	28
Vocabulary		72	69	69	92	23
Arith. Fund		47	57	69	67	-0.2
Arith. Prob		59	57	69	79	10
Spelling		67	58	69	87	18
English		61	61	69	81	12
Literature		41	66	69	64	-0.5
Hist. Civics		51	61	69	79	10
Geography		50	65	69	70	0.1

Table 6 IOWA SILENT READING, ELEM TEST A (1956-GRADE 8)

<i>Test</i>	<i>Pupil score</i>	<i>Class median</i>	<i>National perc rank</i>	<i>Local perc rank</i>
Rate	167(11 3)	167	69	50
Comprehension	167(8 7)	176	57	36
Direct Reading	194(9 9)	177	96	83
Word Meaning	185(11 2)	185	80	49
Par Compreh	186(10 2)	176	91	74
Sent Meaning	178(10 9)	174	76	65
Alphabetizing	168(8 8)	168	63	51
Use of Index	180(10 0)	177	79	75

Table 7 PROGRESSIVE ACHIEVEMENT TEST, INTER BATTERY, FORM A

<i>Test</i>	<i>Grade</i>	<i>Pupil score</i>
Reading Vocabulary	6 8	8 1
Reading Comprehension	6 8	9 8
Arith Reasoning	6 8	7 6
Arith Fundamentals	6 8	7 0
Language	6 8	5 7
Total	6 8	7 3

Table 8 PERCENTILE RANK ON STANDARD ACHIEVEMENT TESTS

<i>Year</i>	<i>Grade</i>	<i>Reading</i>	<i>Arithmetic</i>	<i>Language</i>	<i>Spelling</i>
19__	1	91	32	—	—
19__	2	71	25	46	43
19__	3	75	50	51	36
19__	4	90	32	50	47
19__	5	53	14	—	—

Table 9 STANFORD READING TEST (GRADE 2, AGE 6-11)

<i>Test</i>	<i>Score</i>	<i>Reading age</i>	<i>Grade equivalent</i>
Paragraph Meaning	11	9-6	3 7
Word Meaning	56	10 5	4 4
Total	50	9 11	4 1

In the elementary school John's grade equivalent on tests was generally well above his actual grade, but was slightly below the class median. The change in his IQ from 110 in kindergarten to 111 in grade 8 raises some question regarding the validity of the

testing. In various tests on academic achievement his scores generally did not vary greatly from the class median. He was low however in the *Iowa Silent Reading Elementary Test A* (Grade 8) where his local percentile rank was 36 in Comprehension 49 in Word Meaning 50 in Rate and 51 in Alphabetizing. In the elementary school he was low in standard arithmetic achievement tests his percentile rank being 32 in grade 1 25 in grade 2 32 in grade 4 and 11 in grade 5.

Table 10 GRADES IN SCHOOL SUBJECTS

Subject	Grade	Grade Sem 1	Grade Sem 2
Social Science 1	7	Satisfactory	S
Math 1		S	S
Science 1		S	S
Arts 1		S	S
French 1		Conditional	C
Phys Ed 1		S	S
English 1	8	S	S
Eng-Soc Studies		S	S
French 2		C	C
Math 2		S	S
Science 2		S	S
Arts 2		S	S
Phys Ed 2	9	S	S
English 3		C	—
Social Studies 3		C	—
Math 3		C	—
Phys Science		C	—
Shop 1		C	—
Phys Ed 3			

Teachers' reports are an important part of the total record of the child's personality as well as a record of his academic progress in school. They are generally subjective and thus some are quite valid while others are equally invalid. On the whole the teacher is probably more objective when reporting on some specific item such as the child's skill in reading or his knowledge of social studies than he is when describing the child's emotional balance his character his morality and so on. In John Dodd's records there were many comments referring to both his personality and his scholastic achievement.

and it was usually difficult to separate the two. Here, for example, are a few samples of what the teachers had to say about John

Grade 1 Excellent work in reading. Writing has improved greatly but painting remains babyish in content as well as execution.

Grade 2 Reading is his strongest subject. He is good in oral composition. He writes well but slowly. Arithmetic has been his difficulty this year.

Grade 6 He does not handle social studies materials as well as other members of the group. He is better in history than geography, and is interested in all things scientific. He writes small but legibly. He has poor study habits because he fails to plan his work.

Grade 7 (English) John has done well in English this year. His reading has been particularly good. He cooperates well in class and is entirely dependable. His written work is average. Quiet and reticent but eager to do his share.

Grade 7 (French) Seems to be improving with regard to participation in class but has slipped up on his homework. John has failed in all his French tests to date. He tries to contribute in class and is usually successful but in written work he seems lost. He has not come in for special help like some of the other students. Received 65 per cent on the last test.

Usually one finds a wide range in the teacher's reports. In John's case, for example, in every subject in the junior high school the comments ranged from good to bad, although there was general agreement among teachers that he was capable of doing better work.

3 Information on the child's family is often crucial, but very frequently it is almost completely lacking. This is understandable, since it is often the most difficult—and sometimes the most delicate—to compile, but this difficulty cannot be taken as a valid excuse for its absence. Certainly a picture of the home is necessary if we are to understand the child. What do we know about the parents' ethnic background and their religion, the cultural tone of the home—what there is in the way of books and music as compared with TV and comics, the economic-educational-occupational status of the father, whether the mother is working, how many siblings the child has, the attitudes in the home of child toward child, parent toward child, parent toward parent, the parents' attitudes toward the school and the community, the parents' participation in the education and growth of their children? These are but a few of the questions that should be answered. The teacher should have some of this information on every child and he should have visited the homes of at least some of the children. A home visit, or a series of home visits, would be a must if the teacher or counselor intends to make a case study of a child.

Not too much was available in the records on John Dodd's family. The parents were educated in town high schools, and they both attended a small liberal arts college. Father continued his education at the state university, and received two degrees from that institution. Mother did secretarial work until her marriage, but has not worked outside of the home since. She has two sisters. The national background of both parents was Norwegian, but both speak only English. They both attend Grace Church. The father was the second of five children, three boys and two girls.

The family lives in a five room apartment with no servants. The father is a teacher in one of the city high schools.

This is not too much in the way of information, but it is more than will often be found in the records of many schools.

4 The information that may be compiled on a student can hardly be considered as complete unless there is some picture of his personality and his social development. One obvious means of measuring personality is by the use of tests and inventories that are described elsewhere in this book. These are not used to any great extent, however, for all children in most schools, and the teacher or counselor who is seeking information on a child will usually find very little in the way of standardized tests and inventories that attempt to measure personality characteristics. John Dodd's school was no exception and the only testing reference to his personality was found in the Binet tester's reports. They read as follows:

Test 1 John was shy and quiet throughout the examination. Although he handled beautifully the tests for his own age (5) he became negative as the tests grew more complicated and coaxing tended to antagonize him. He definitely refused tests involving rote repetition.

Test 2 John is a serious little boy, quiet in manner, who lacks self-confidence. He is too willing to give up, and needed constant urging to keep on trying. He is a slow worker. He has a high intellectual level. He should learn to work more independently and rely on his own capacity.

Teachers' reports are usually an important part of the total picture of the personality and the social development of the child. Every attempt should be made to differentiate between the subjective report that is heavily weighted with the teacher's own opinion and bias and a more factual and objective report of incidents or behavior as they were observed. A series of reports from several teachers are more likely to give a valid picture than the reports from one teacher, although previous reports may tend to influence any one teacher. Subjective reports, however, should not be considered to be of no value,

since the treatment of the child will generally depend on the concept that the teacher has of the child. The following reports on John Dodd for example might be considered to be subjective, but they do give a developing picture of the child. The extent to which this is a valid picture however is another question.

Grade 1 John is a very bright boy. He has many interests and makes a good contribution to the group. He is younger than many of the children. Demonstrates his immaturity in writing and drawing periods. He is well liked by the other children. He is rather shy and quiet but if he has a definite subject to talk about he speaks well in the group. I often feel that if John had come to the first grade a year later he might have had a chance to become a leader. Now he is so small so shy so quiet that he is dominated by the other children who are all bigger. His academic success commands the respect of the group but he is not able to make a place for himself as a leader.

Grade 3 Immature in many ways rather shy and timid. Does not take an active part in class discussions. Seems to lack self-confidence. He is inclined to be a playful child but has the ability to do good work.

Grade 6 Seems young and immature. Shows little energy in attacking scholastic problems. He is pleasant not interested in the social aspects of his group but is interested in two or three boys. He is slow in getting his work in. Tries to find the easiest way out of the work he does not want to do. Consistently the last person in his group to finish class work. Shows little initiative in attacking problems and requires very definite assignments plus constant supervision to get his work done. His circle of friends remains small but apparently adequate for his needs.

The general picture that develops here is of a boy who is physically and socially immature. He does not participate much in group activities and neither the pupils nor the teachers consider him to be the leader type although he gets along with his classmates and is quite well liked.

Reports of a more objective nature try to present specifically the what happened without any attempt to answer the question why. They present a picture and it is up to the reader to interpret the picture. Here are some objective observations of John Dodd's behavior.

Physical Science 10:30 A.M. April 10

The preceding period was gym. John wore a red checked shirt common to his peer group. His hair was greased and slicked down his pants were well creased and his shoes were shined. He sat in the front row and talked with one boy until the teacher came in. He listened quietly while the teacher explained that the class was going over to the music room to listen to some instruments. John kept beside the one boy on the way over to the music room but spoke to three other boys. In the music room

he picked out a seat in the back of the room near his friend. He listened quietly while the music teacher explained what was going to be done. About one half of the group was listening to the teacher. John was as attentive as anyone in the room. About seven minutes after the period had started John moved up to a front seat on the left hand side of the room near the science teacher. He moved away from a place where several boys were talking and fiddling with several musical instruments. During the rest of the period he sat quietly and was not observed to speak once to either the teacher or any of the children. At the bell he walked out of the room talking to the friend mentioned above.

Physical Science 10 30 A.M., April 25

The preceding period was gym. John wore a clean brown shirt open at the neck. His hair was greased and slicked down, his pants were well creased and his shoes were shined. He appeared to be as neatly dressed as any boy in the room. He was rather pale.

He and his friend (the one mentioned above) fooled around with each other giggling, making faces and lutting each other while the teacher was explaining what was to be done. He paid no attention to the teacher. When the teacher mentioned that the first part of the test would be oral John put his fingers in his mouth and screwed his face into an expression of fright — but he was smiling as he did this. The teacher asked if there were any questions. John had none but he continued to play around with his friend.

When the teacher started to give a list of words as part of a test John became aware that he had no pencil. He made no comment but turned around once. At the eighth word the teacher noticed that he had no pencil and had one of the boys give him one. He started work on the main test and worked steadily for 12 minutes. He then began to dawdle and fidget, and started to talk off and on with his friend. His friend asked:

Did you get 17 for number seven? and he nodded. As soon as his friend handed in his paper John walked up to the teacher's desk and handed his in too. He then went with his friend and another boy to a table near the window. The other boy soon left and John and his friend rolled a piece of paper into a tube — John did this first. There was much laughing and shoving and making of noises with the tube.

John said to his friend: Let's tell Mr. Smith about our bassoons. The two boys went up to the teacher but John stayed in the background while the friend described their musical instrument and demonstrated how it worked. John said nothing but screwed up his face twice while his friend was speaking — this appeared to be to emphasize the words of his friend. Both boys then went back to the table still shoving and giggling. The bell sounded a moment later and both boys walked out still playing with their bassoons. During the entire period John did not once speak to the teacher.

John and his friend were talking with a group of boys going down the stairs but John was alone with his friend when they crossed the yard to get to another room.

Gym 9 30 A M, May 7

The preceding period was social science John was dressed as indicated above He was one of the last three boys to come into the locker room He undressed quickly and was upstairs onto the gym floor before the last ten boys He walked over to his place on the floor and did not move from it—several boys around him were moving back and forth He listened to the teacher's instructions and did not talk like most of the boys When the student leader started the exercises he watched him closely, and followed carefully He did the exercises well and easily—when about half of the class were falling over doing a back bend John performed the exercise easily and with no apparent effort He was among the best five boys in his ability and ease of performance with regard to the exercises He walked out of the gym—most of the boys rushed He was not observed with any one boy in particular during the entire period

He took his position in left field without any instructions from the captain of the team He caught and threw the ball with skill He was the eighth man at bat and he obeyed the captain's orders as to batting order without comment When in the field he stood quietly at his position and did not engage in any pep talking or yelling as did most of his team mates The first time up to bat he stood in the box waved his arms in the air and grimaced several times He made a good hit on the first strike but was out at first on a close decision As he reached the base and was waved out he continued past the base hopping on one foot and grinning He made no comment on the decision While waiting his turn at bat he was not active in the general shouting jeering and cursing that went on He leaned against the back screen a good deal occasionally talking to different boys

At the whistle he ran around the track the required three times without any word from the coach many of the boys argued and tried to get out of the run John was dragging at the end and he ran with his head down in a dogged fashion He was the second last boy into the locker room He talked to no one as he went in

Study, 11 30 A M May 11

The preceding period was physical education John was dressed as indicated above He came into the classroom alone and did not wander around other tables as many other children were doing He came to his table and talked with two girls and one boy until the teacher indicated that the period had started He read a magazine *Popular Mechanics* throughout the entire period He talked occasionally with the girl across from him—there were two boys and two girls at each table He helped one of the girls with some of her work She and the other boy talked in a noisy fashion at times but John did not participate other than speaking to them several times with reference to some item of interest in the magazine He read steadily throughout the period and did not once leave his desk He did not speak to the teacher throughout the period nor was he spoken to

At the bell he waited behind and demonstrated some technique mentioned in the magazine to the boy at the other table After about two

minutes this boy hurried out and a few minutes later John left the room alone. He was the fifth boy out of the room.

A great variety of simple instruments some of which have already been described in other chapters may be used to have the child present the picture that he has of himself or to have others present the picture that they have of the child. In John Dodd's school for example fifteen teachers of the grade 7 class were asked to rate seventh graders in courtesy and cooperation in group situations. John received a modal rating of four Fairs. At the same time the grade 7 pupils were asked to rate the members of their class on the basis of leadership. A leader was defined as one whom others would be willing to follow. John received a rank order of 59 among 65 pupils with 1 being high.

Answers to a simple question often give the teacher a more valid picture of the student. Here are some of the points brought out by John Dodd in his answers to such a questionnaire.

Books are available at home but there are no musical instruments that I like to play. There is a science laboratory in my home. There is not a woodworking or machine shop or a dark room for developing pictures. I am not allowed to use my mother's kitchen to cook in make candy etc. I have no pets. I do not like to read about hobbies sports animals foreign countries current events and news noted people and things that I study. I like to play and watch people swimming and wrestling. I watch TV about two hours a night and I see about one movie a week. I like adventure movies and TV best. I have seen no stage plays this year. Other things I like on TV are comedy drama mystery and some serials. I don't like round table discussions grand opera lectures popular music quiz programs religious programs symphony music, and wild west programs. I have travelled to our summer house in Maine and back several times. Sports that I like best are swimming hiking and boating.

An autobiography is another means by which a student may give to the teacher a picture of personality without feeling that he is being expected to reveal personal information about himself. Often what is not said in an autobiography is just as important as what is said. In the following autobiography by John Dodd, there is only one brief reference to his sister and little or nothing is said about friends ambitions hobbies or plans for the future.

My first playmates were two boys about my own age who lived next door. I felt very badly when they went away. I played with another boy in the block. We are still friends and enjoy getting together.

When I was four years of age I started school in the kindergarten at the Brown elementary school. My mother called for me and brought me home every day that first year of school and also part of the second year. In

kindergarten I learned to read. We weren't taught at school but my father taught me at home. For the last five summers I have gone to summer school. We didn't do any work so it was a lot of fun.

The subject I like best is shop because I am interested in machines of all kinds. Subjects I like least are French, Music and Social Studies. I don't know why I dislike French but I know I dislike Music because I find it boring. Social Studies is different. When we study history I don't like it but I don't like current affairs.

I must have been at the museum about fifty times. The things I like best there are the cars, the trains and the planes.

Every summer we go to Camp North. Every summer since I was born we have gone up there. I have a lot of fun at the lake. I go swimming twice a day when the weather is nice. We have an eighteen foot outboard motor boat that I run around in every day. One day while I was swimming I threw a rock up in the air and it came down on my head. I had to have seven stitches taken. My mother says that it knocked all the sense out of me and none of it has come back yet.

I had my tonsils removed when I was five years old. I was not frightened because my mother and father had told me exactly what to expect and they promised me something if I was a brave boy.

The name Dodd is of Scottish origin and someone says it means brave and bold. How I ever got a name like that I'll never know.

The information in some case studies, would, of course, far surpass what has been described here, and this should be considered to be little more than a series of suggestions of the types of information that might be secured so that we may have a greater understanding of the child.

DIAGNOSIS

The information that is compiled should be empirical and objective. It is the best possible picture that can be obtained. The diagnosis is the use of the information to explain the symptoms, and it may be assumed that there is a positive relationship between professional skill and experience, and the validity of the diagnosis. This does not mean that it can be assumed that a professional counselor or personnel worker will always come forth with an accurate diagnosis since there is always the element of the subjective in the diagnosis. The professional counselor is not likely to be one who will make sweeping statements about a student's difficulties on the basis of the available information. He will be more likely to be very cautious, since he has learned from experience that human measurement and evaluation have an unfortunate habit of very frequently turning out to

be wrong. The decision as to what to do, however, must be made and it should be made on the best possible analysis of the most valid information that it is possible to secure.

TREATMENT AND PROGNOSIS

The diagnosis is 'what's the trouble,' the treatment is 'what we'll do about it,' and the prognosis is 'what we think will happen as a result of what we do.' The treatment of course may vary from very simple to quite dramatic. It may be that the child will be put in a different classroom, it may be that he will be put in a special class, it may be that his activities will be restricted, it may be that he will receive more special attention from all teachers, it may be that he will be removed from school, it may be that his parents will be brought to court, or it may be that he will be placed in an institution. Ideally, we may hope that we can some day get to the place where our preventive measures are such that children will very rarely develop symptoms of severe emotional disturbances and the few who do can be treated so effectively that they can return to a happy and productive life. As for now, however, we must do the best we can to discover the causes of the child's problems and put into effect remedial action so that a positive prognosis has a good chance of becoming a reality.

BOOKS TO READ

- LLOYD-JONES Esther Ruth Barry and Beverly Wolf eds. *Case Studies in Human Relations in Secondary School*, New York: Teachers College Columbia University 1956.
- MCDANIEL, Henry G. *Guidance in the Modern School*. New York: The Dryden Press 1956. pp. 52-219.
- MARZOLF Stanley S. *Psychological Diagnosis and Counseling in the Schools*. New York: Holt Rinehart and Winston 1956. Chaps 5, 6 and 7.
- MILLARD Cecil V. and John W. M. Rothney. *The Elementary School Child: A Book of Cases*. New York: The Dryden Press 1957.
- ROTHNEY John W. M. *The High School Student: A Book of Cases*, New York: The Dryden Press, 1958.
- SANDERSON Herbert. *Basic Concepts in Vocational Guidance*, New York: McGraw Hill 1954. pp. 126-65.
- SECHREST Carolyn A. *New Dimensions in Counseling Students: A Case Approach*, New York: Teachers College Columbia University 1958.

nine

THE INFORMATIONAL SERVICE

One of the major personnel services is that which is concerned with the collection and the presentation of information. This information is usually that which is necessary for the total education of the child but it is not provided in the other aspects of the school program or if it is provided it is in a very sketchy and haphazard sort of fashion. Traditionally most schools do not have the specialized personnel who have the understandings and the skills that are necessary if one is to be concerned with the collection and the presentation of information of an occupational educational and social nature. These three areas of information are overlooked in the regular academic program of most American schools.

The place of the informational service in the personnel services has too often been misunderstood because of the confusion over *counseling* and *personnel services*. It is one thing to discuss the place of information in counseling but quite another to discuss its place in the total picture of pupil personnel services. This author has yet to meet a counselor including those who are Client centered who would not agree that the collection and presentation of educational vocational and social information is a valid and vital concern of the personnel services. It is not the only service of course and there is by no means complete agreement as to the particular role of the counselor in implementing this service particularly his overt involvement in the actual presentation of this information to individuals. There would also be professional disagreement as to whether vocational counseling

should be *vocationally* geared with ample use of available information as compared with thinking of it primarily as *counseling* that is helping the individual to arrive at the point of self sufficiency so that he can make use of the information which is provided

The counseling service has been presented first in this book since it is the belief of the author that while information may be beneficial to individuals who are not in need of counseling it is extremely doubtful if information *per se* can be of any use to those individuals whose emotional state is such that they are in need of counseling. Information may or may not be a part of counseling — there would be professional disagreement on this point — but all counselors would agree that there are thousands of disturbed children in American schools who are being hindered rather than helped by the presentation of information which they simply cannot internalize and incorporate as a part of them because of their own worries and fears and frustrations. They need counseling but all too frequently they get information sometimes from teachers and sometimes even from counselors.

On the other hand it is equally obvious that there are many children who can get along very nicely if they are provided with adequate and desired information or given assistance as to how and where they may obtain this information. One of the marks of the professional school counselor is that he is able to distinguish between the individual who is in need of information and is quite capable of making good use of it and the other person who is also in need of information but who cannot benefit from it because of his inability to make use of it.

The informational service should be for the use of all children right from the beginning of their school career. It can be assumed that all children at some time or another will be in need of information of an occupational, educational or social nature. As a matter of fact once children have mastered the basic skills which they learn in the first few grades the information with which the personnel services are concerned is probably much more basic to their future than is the information they are taught but frequently do not learn as part of their regular academic curriculum. Rightly or wrongly the information which is centered in the personnel services office is information which makes much more sense to most students since it is closely related to their actual living whereas much of what they get in the classroom is little more than meaningless data which they are asked to retain for a short time. This applies particularly to those students whose intellectual capacity, personal motivation and environmental stimulation are such that the actual learning of what is presented in school as the curricular experience is practically impossible and results only in in

creased frustration and tension for both students and teachers. The school is still geared to the general assumption that the better students will go on or should go on to higher education and its major effort is concentrated in this direction. Too frequently a good school is measured by the proportion of its graduates who go on to college and this often ignores the very simple fact that if higher education is going to remain synonymous with higher intellectual endeavor then there are just so many students who can go on to college no matter what their mothers or their community or their school may say. The school can assist in developing a more realistic concept by providing a good educational experience for all children and by refusing to evaluate their worthiness on the basis of their particular kind of curricular experience.

Many students are individuals who are intellectually competent and curious people, individuals who are interested and personally motivated to learn, individuals who come from an environment which provides a healthy stimulation for their post high school plans. The informational service may need to do little more than provide a place where these students may browse through the up-to-date and comprehensive material that is available with possibly an information seeking conversation with the counselor. These are the fortunate people who can make rational use of the information which they get. All they need is some assistance on the question of how and where they get it and some will need little of this since they will be able to procure most of the information they need on their own. Counselors should cease insisting that such students see them twice a year. This is surely a waste of time for two people.

There are other students, however, who may become disturbed by the information that they receive and while they may come to the counselor for further information it is counseling that they need. The student in a West Virginian town, for example, who has been planning to go into coal mining but discovers that it is a declining industry and chances of advancement are low, the girl who has been planning to be a nurse but discovers that there are many things about nursing that she doesn't like at all, the boy whose parents have led him to believe that he naturally would go to college and he begins to realize there is very little chance of ever getting into a college, the boy who was going to be a truck driver but is somewhat concerned because he has learned that a truck driver ranks low in social prestige, the girl who was going to marry and have babies but discovers from her peers and from her friends that she should be thinking of a career. These children need counseling because of the disturbing information they

have received. Their childhood picture of the future has been shattered often suddenly, and they need help. The information, valid or not, may have come from many different sources and the personnel office should be well enough known and liked so that children can drop in for further information any time they like.

There are other children whose disturbances and confusion are such that information will mean nothing. Dan, for example, who cannot intellectually comprehend the college curriculum, but he is there because his parents feel that their child must graduate from college. Henry, a creative child who finds no stimulation or encouragement from either his classmates or his teacher, John, a boy who is a mature man physically, and who wants nothing more than to hold down a paying job, but the culture says that he has to go back to school so he is taking shop and spending weeks on busywork making something that he could make in one day if he wanted to. Phyllis, a girl whose world consists only of boys and she is out to show her easygoing mother and her third step-father that she knows how to handle men too. These are the children who desperately need counseling but as long as counselors think of themselves as information centers or referral agencies, they are not likely to get what they need. They may be helped to benefit eventually from the information that the personnel services office has available but the initial help must come through counseling rather than the presentation of information.

If the counselor who first sees any of these children feels that his major area of strength is in the area of information rather than counseling, he should be able to pick up a telephone or even walk down a hall to a colleague who might be able to see the child as a counseling client. Referral has a nice professional and clinical sound but children's problems are often immediate and it does little good to refer a child to a series of referrals and have her eventually end up with a psychiatrist who sends her back to school because he can afford to spend his time only with psychotic children. The personnel services in the school should be able to provide personnel services for the vast majority of the children in the school.

Thus that aspect of the personnel services known as the informational service must assume that it will have coming to it children who can benefit immediately from information which is accurate and up-to-date, children who need little more than a few ideas as to how and where one gets the desired information, children who are disturbed and upset because of information they have received, children who have been referred for information but whose primary need is counseling. The information service can also assume that it will never

see many children who could benefit from the information which it possesses if it does nothing other than wait for children to come in.

Let us now look at the three major kinds of information that are usually considered to be the business of the personnel services—vocational, educational and social—the sources of such information, and the means of distributing it.

OCCUPATIONAL INFORMATION

"Guidance" once meant vocational information, and for several decades these were synonymous terms. Almost a half century ago Frank Parsons defined vocational guidance as aiding young people in the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success in it.¹ This reasonable definition stood, but in actual practice throughout the United States, vocational guidance tended to disintegrate into a rather mechanistic and technical fitting of pegs into holes and, in many schools, this is what it unfortunately remains today. All too few school counselors have even been touched by the vast changes in the world of work, the various challenging theories of vocational choice and vocational development, and the whole study of the psychology of occupations. The gap between the school practitioner and the occupational theoretician is well illustrated by Hummel's² reference to the "startling" conclusion by Ginsberg³ that vocational counselors had been operating without any theory. This conclusion would seem to be a rather obvious one, and it is probably an unfortunate but understandable fact of life that theories for practitioners are generally enunciated by theorists who tend to be scholars rather than practitioners. This author would have a hunch that those who develop the various theories of occupational choice, for example, would not be very effective as vocational counselors.

Nevertheless, the place of vocational information and vocational counseling in modern dress is being emphasized not only as a part of the personnel services, but as an integral part of the total education

¹ Frank Parsons, *Choosing a Vocation*, Boston: Houghton Mifflin Co., 1909, p. 4.
John Brewer, *History of Vocational Guidance*, New York: Harper & Brothers, 1942, p. 61.

² Raymond Hummel, "Vocational Development Theory and Guidance Practice," *Journal of the National Association of Women Deans and Counselors* 18, 13-18, October, 1954.

³ E. Ginsberg, J. S. Ginsberg, S. Axelrod, and J. L. Herma, *Occupational Choice: An Approach to a General Theory*, New York: Columbia University Press, 1951.

of the child. The Education Policies Commission of 1956 for example recommends that

- 1 General and liberal education concern themselves much more positively with the *career concerns of the student*
- 2 Vocational and professional education *concern themselves much more with the development of personal and humane qualities*
- 3 The schools and colleges must increase their vocational and career programs as the basic agency for developing all the talent of a vast people⁴

At the 1960 White House Conference on Children and Youth there were more recommendations on education than on any other single topic but next to education were employment and vocational education. Recommendations included comprehensive, up-to-date vocational training and retraining programs at both high school and post high school levels geared to the growing and changing needs and the enforcement of the child labor laws—with a continuous review of these laws. In the same year the United States Department of Labor was stating that if our work force is to be adequate, well qualified, and fully used, we must among other things support and strengthen our school systems, expand and improve guidance and counseling services and develop better national and local information on manpower resources and requirements.⁵

In this matter too it should be noted that vocational *counseling* would appear to be a better term to describe Super's concept of vocational guidance.

Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society.⁶

Super prefers the concept of vocational *development* rather than *choice*, since like other aspects of individual development it is something which begins early in life and proceeds along a curve until late in life rather than being some sudden neat and precise action which

⁴ Education Policies Commission, *Manpower and Education* (Washington, D.C.: National Education Association, 1956), pp. 82-83.

⁵ United States Department of Labor, *Manpower Challenge of the 1960's* (Washington, D.C., 1960), p. 23.

⁶ Donald Super, *The Psychology of Careers* (New York: Harper & Brothers, 1957), p. 197.

takes place at a certain time in the life of the individual.⁷ Super also points out that in choosing an occupation one is choosing a means of implementing a self concept.⁸

Ginsberg and his associates have also had a major impact in the whole area of vocational development. Their theory of vocational choice has four elements

1 Occupational choice is a developmental process which typically takes place over a period of some ten years

2 The process is largely irreversible. Experience cannot be undone, for it results in investments of time, of money, and of ego. It produces changes in the individual

3 The process of occupational choice ends in a compromise between interests, capacities, values, and opportunities

4 There are three periods of occupational choice: the period of fantasy choice, governed largely by the wish to be an adult, the period of tentative choices, beginning at about age eleven, and determined largely by interests, then by capacities, and then by values, and the period of realistic choices, beginning at about seventeen, in which exploratory, crystallization, and specification phases succeed each other.⁹

Occupational information should be presented to children at all levels of their educational experience, although the kinds of information and the means by which it is distributed will differ at the various grade levels. Throughout all the grades, however, it should be noted that the basic purpose of occupational information is educational rather than vocational. It is not so much a matter of 'training' a child so that he can get a job, but it is the simple and obvious fact that the education of the child has been sadly neglected if he is lacking in information about one of the most basic aspects in the life of a man—his occupation. The job of any one American today is irrevocably linked with the jobs of thousands of other men in America and in other lands, and an understanding of the world of work is essential. Towards the end of his school career, the child may become more personally involved with the question of, 'What do I do about a job,' but the ease with which he can answer this question will be affected by the degree of excellence of his occupational education.

⁷ *Ibid* p. 18.

⁸ *Ibid* p. 196.

⁹ Ginsberg et al. *op cit*

EDUCATIONAL AND SOCIAL INFORMATION

In many ways the term educational information is even less precise than occupational information since most people would assume that all information in a school should be educational. Nor is educational information as alien to the minds of school personnel as is occupational information. Personnel services have tended to reflect this teacher attitude by spending much if not most of their time in helping directing or shoving children into a post high school education — too often one which the counselor feels is best for them. From the point of view of the personnel office we could assume that educational information would deal not so much with the curriculum that the child is experiencing but with the problems that the curriculum presents for him and it would help to educate him in terms of his post high school educational plans.

Social information might be considered as that information which is essential in the day to day living of the child. It is information which deals with the relations of the child to his fellows to his teachers to his parents to other adults and to himself. In the everyday life of the child this information is far more basic than that which he gets from his formal curriculum but unless it is provided by the personnel services it is unlikely that it will be provided by the rest of the school the home, or any other agency.

PURPOSES OF OCCUPATIONAL INFORMATION

At the elementary school level the child is not particularly concerned with jobs — he is not going to have one for quite a while yet. Even at this level however there are several reasons for the use of occupational information.

- 1 It will be an important part of the child's education and will help him to develop a general understanding about the world of work and workers. This is an essential part of the child's store of knowledge but far too often his understanding in this area is narrow, and what he has he has received in an incidental and haphazard manner.

- 2 Education is concerned with the development of attitudes and an important part of one's set of attitudes are those relating to occupations and the people who hold them. Attitudes however, are

learned primarily from people rather than from words, so what the child learns, in an attitudinal sense, will be primarily the reflection of the attitudes of the school community — the teachers and the other children. In the majority of American schools, the child soon learns that there are good jobs and there are bad jobs. The good jobs are those that one gets after going to college, the not-so-good jobs are for those who just graduate from high school, and the poor jobs are for those who drop out of high school, or never get into high school. To a certain extent this is true, but we could hope that teachers, and counselors, could work toward a more non-judgmental relationship in which they might present the information but allow the student to determine for himself whether a job is good, bad, or so-so.

On the other hand, while we could agree with Norris, Zeran, and Hatch¹⁰ that "the importance of the garbage collector as well as the physician to the health of the community can be shown," honest information will not gloss over the fact that the prestige and the income of the physician are far higher than that of the garbage collector, and that the intelligence and education required by the physician are far greater than that of the collector. The authors of the above book, for example, might become somewhat disturbed if someone close to them were to decide to become a garbage collector. The child can be helped to develop an attitude of security and satisfaction in what he is doing, but not by hiding from him some of the unpleasant occupational facts of life.

3 The child can be helped to come to understand that there are many reasons for working, and money is only one of them. There is need here too, however, for a sense of reality, and there are tens of thousands of jobs about which it would be difficult to see how anyone could become excited or motivated or intrigued. There are some jobs that have to be performed, and the only reason they are being performed is because someone needs to earn a living; yet many jobs are uninteresting because the worker makes no effort to make them interesting. Even at an early age, too, children can be helped to see that the pattern of jobs in America is changing drastically — that the proportion of jobs that come under the category of unskilled and semi-skilled is steadily decreasing, for example, while jobs that come under the category of service are increasing. They can also be helped to begin to understand the changing role of the American worker — that he is beginning again to become more closely related to the product he is making, for example, and that the skills that are required

¹⁰ Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, *The Information Service in Guidance*, Chicago: Rand McNally & Co., 1960, p. 118.

are becoming more and more the skills of the head rather than of the hand¹¹

The child can be helped to understand that there are many ways to measure the value and worth of an occupation and that peace and satisfaction in one's occupation depend on many things that what one would consider to be an important position, another would consider to be unimportant, that a certain aspect of a job that would make one person satisfied would make another very unhappy, that a position that would be deadly dull to one person would be exciting and worth while to another. None of this of course would be specific. The child is at a developmental stage, and much if not most of the occupational information that will enter his experience at this level will be part of his curricular experience and it will depend to a great extent on the creativity and ingenuity of the teacher who may be greatly aided, of course, by the counselor.

4 During these early years the child can be presented with ideas which suggest that there are certain common factors in doing a good job and in doing a poor job. The person who usually does his best for example, despite the dullness of the job will probably turn out better than the fellow who tends to work only when the boss is looking at him. Again however, this sort of information cannot be presented in a moralistic or pontifical or judgmental manner, but simply as objective information, not even to be remembered specifically. While children at this stage may not see the relationship between their academic studies and their dim and distant occupation, they can be helped to see their school work as their occupation and they can be helped to see the relationship between what they do in school what happens as a result and what might happen later on when their job is no longer school.

5 The child can be started along the road to understanding that among the tens of thousands of occupations there are probably scores that could be equated with the education, the intelligence, the interests, and the motivations of any one individual. An individual it is true, must find some relationship between his total self and his occupation, but no greater disservice can be done to a child than to start developing in his mind the idea that there is only one real occupation for him and that there is no other choice. It may sound good in stories to say that 'John knew ever since he was a little boy that he wanted to be a store manager,' but it is much better if John does not see himself committed irrevocably to any one job even as a high

¹¹ See Charles R. Walker, *Life in the Automatic Factory* ~ *Harvard Business Review*
36 111 119 January February 1958

school student, let alone in Grade 3. The school may sometimes have to take issue with the home on this point, since some parents have the unhappy knack of knowing what is good for their children, even before they are born.

These same purposes would generally hold at the high school level, but there would be some additions and changes. Super,¹² for example, has pointed out that ninth graders tend to be psychologically ready for vocational exploration but not for vocational choice, thus the identification of vocational potential in ninth graders should be designed to help with the making of decisions for vocational exploration rather than decisions of vocational preparation. Vocational exploration involves a commitment to find out about oneself and about some aspect or segment of the world of work, whereas vocational preparation involves a commitment to pursue a line of endeavor deemed to be appropriate. At the junior high school level, then, the following points might be noted:

1. At this stage, there should be the beginning of an understanding of the relationship between what the children take in school and their future occupation. Certain academic choices, and academic failures, will soon mean that the child will, to all extents and purposes, be eliminated from certain occupations—often those representing the most in the way of prestige and money. For some children, this will be a period of difficult adjustment for they will have to face up to what they should have been helped to see in the elementary school—that some of their occupational dreams, and those of their parents for them, are unrealistic and even impossible of achievement. The girl who is pleased and happy at the prospect of earning good money as a waitress in a restaurant as soon as she can get out of school is probably a more stable individual than the girl who has learned from her parents that she must get through high school so that she can go to college, but who is actually going to get a job as a waitress in a restaurant. The latter girl may be typical of some over-achievers, and while we may be somewhat skeptical about the whole pattern of over- and under-achievement since we have very questionable criteria on which to base achievement, the counselor should at least take a second look at the child whose achievement seems to be far beyond the balance of his assets and liabilities. The child may, of course, possess many assets that no one has noticed, but he may also be frantically pursuing a will-o'-the-wisp that has been dangled in front of him by his parents, his teachers, and even his counselors.

¹² Donald Super, "The Critical Ninth Grade: Vocational Choice or Vocational Exploration," *The Personnel and Guidance Journal* 39: 106-109, October 1960.

In this same matter, too, there should be more honesty in the matter of test interpretation. If we don't really believe that tests mean anything, as some counselors are continually telling students when their test scores are low, we might well ask, why bother using them? If a percentile ranking of 10 'really doesn't mean anything very different' from a percentile ranking of 87, then why in the world use such a test? Test results can be wrong for a variety of reasons, but if professionally acceptable measures of intelligence and achievement, over a period of several years, show a child to rank in the lowest decile on national norms, then he should be given an honest answer as to what this means. If he has been helped in this throughout his early school years this will be no sudden blow, but if teachers have been evading the issue, then he is going to have a rough time unless of course, the junior high school teachers and counselors evade the issue too.

2 The general pattern of occupational information about broad occupational areas should be maintained but some children will be in need of specific information about specific occupations. Even in the year 1958 there were only 584 graduates from high school out of 885 who had entered high school out of 1000 who had entered grade 5. For these non high school children, the time of job decision may soon be at hand, and they, as much as anyone, need understanding and assistance, for they represent that part of the population which will increasingly, find it more difficult to find any kind of an occupation. The answer may eventually be that no one at the junior high school level will be looking for a job, and that all will be continuing with their education, but at the present time, counselors can hardly ignore this important minority of the school population.

3 While there will still be stress on the integration of curricular materials into the curricular process, and while the counselor will still work with the teacher to achieve this objective, the occupational information that is found in the personnel services office will begin to play a more important part. An observer might note that among the readers in an occupational library there would be very few elementary school students, some junior high school children, and many senior high school children. Actually, the vast majority of the occupational material that is published is for the senior high school level although many senior high school students are unable to read it. It is only recently that the Bureau of Labor Statistics of the Department of Labor has become involved in occupational outlook publications designed primarily for the junior high school. It is doubtful if specific occupational material should be published for the elementary grades but the reading materials at the elementary grades need to be weighed far

more heavily, and more realistically with up-to-date occupational information. The authors of too many elementary school readers seem to be quite unaware that much has happened in the realm of occupations in the United States in the last 50 years let alone in the last decade.

The basic purpose of occupational material at the senior high school level would be much the same as in the other grades with, however, several important additions.

1 This is the culmination—the end of the road, in several ways. It is here that the student must determine what is to follow—will it be job or will it be education. The students who will be looking for a job may vary from around 20 per cent of the graduating class in some schools to around 80 per cent of the graduating class in others. The odds are that in the school where 80 per cent of the students go on to college, the 20 per cent who do not go will have a more difficult time of adjustment than will those who go out for a job where all but 20 per cent are doing the same thing even though the local job competition may be more difficult. The increased pressure for going to college is making it more difficult for the student who has a perfectly good reason for not going to college, but rather, doing what makes much more sense—getting a paying job. If the personnel services have done their job in the previous grades the students who are seeking an occupation may need, at this point, little more than occupational information and some occupational assistance. If the job has been done poorly, however, there will be a number of children who will be occupationally disturbed and they will be in need of counseling rather than information.

2 This is the end of the road too, as far as an occupational education is concerned. While it is true that an increasing number of colleges are beginning to realize that young people have to work after they get out of college, the school counselor can generally assume that there will be little in the way of occupational orientation at the college level. If the student is not on fairly sound occupational ground by the time he leaves high school, he is likely to be in for some trouble.

3 Even at this end of the road however, it can be hoped that the stress will still be on the education and the broad understanding of occupations rather than specific vocational training. Even for children who quit school, an education about occupations is better than a narrow training in a job which may not exist for the particular student who receives the specific training.

PURPOSES OF EDUCATIONAL AND SOCIAL INFORMATION

The purposes of educational information would appear to be rather clear cut

1 In the beginning elementary grades it should help children to adjust to the new world of school. For some children as has been indicated the introduction to school can be traumatic. Some will enter grade 1 with no previous schooling while others may have had nursery school and kindergarten some will come into classrooms with gentle and understanding teachers and others will be less fortunate some children because of their home environment will approach school with dread. There are many obvious reasons then why the personnel services should be concerned with children when they first enter school although often here the job is one of counseling rather than the provision of information.

2 Even during the elementary grades the child should begin to learn about the whole complicated cultural pattern of American education. As contrasted with occupational information this is something which is close to him since his world will continue to be the school for many years to come. Even in these early years objective educational information can be presented for discussion and deliberation. For example such things as differences between private and public schools, differences between religious and secular schools, the question of religion in public schools, the financing of schools, what makes one school better than another and so on. Some might consider these as rather weighty topics for an elementary school diet but it is here that many distorted concepts about education are developed and if the child is going to have a more objective attitude this is where he should receive more objective information.

3 At this early level the personnel services office may become involved with parents as well as children in the discussion of information regarding the operation of the school — the question of lunches, the bus policy, various school regulations, visits by parents to schools and so on.

4 In Grade 6 the child should be given some picture of what lies ahead in the junior high school if he goes into one. It is a major change to move from having one teacher for a year to a much more impersonalized version of having many teachers many of whom have forgotten the junior in junior high school. The child should be

prepared for a new type of educational pattern and once he enters it it can be assumed that some children will need further assistance

5 At the junior high school level the internal type of information will deal more with the various social and extra-curricular activities of the school and some students may experience for the first time the bitterness of not getting into what they want to get into

Before the child leaves the junior high school he will have to make certain decisions regarding his educational future since the post high school educational decisions are made not at the termination of high school but at the entrance to high school The child must become acquainted with various curricular choices and what these choices will mean later on Here too the child will all too often learn that certain curricular decisions mean that you are regarded as a good child whereas other decisions mean that you are not very important We can hardly expect children to believe what a significant number of the school staff do not believe and until all of the school staff believe that the educational experience which makes most sense for a child is a good educational experience then we will continue to have the vicious hierarchy of values associated with curricular choices It is surely unreasonable to force children into a curriculum considered to be of little value by the school staff

6 At the high school level the major form of educational information will be that which deals with post high school education The proportion of children in the group will vary from school to school and from community to community and while 34 percent of those who entered high school in 1954 and 56 percent of those who graduated from high school in 1958 entered college in 1958 it will almost certainly continue to grow although the whole concept of higher education must change if it is to continue to expand It will be interesting to see if what happened to the American high school in the past half century will happen to the American college in the next half century Will we have the general course concept in college as well as in high school? This very thought is enough to turn the blood of many college professors cold and yet does one really have to have a high degree of abstract intelligence in order to be interested in and profit from history and the humanities and a vast array of what makes up man's knowledge? It may be that higher education has erred in assuming that it must be synonymous with what might be known as abstract intelligence A college curriculum that would make much sense can possibly be provided for young people who are interested and curious and eager to learn Many people

who are barred from our present day colleges because of their supposed intellectual lack have a real and deep intellectual thirst

At the present time however educational information at the high school level is primarily for those who will be able to continue their education. As with occupational information, the stress should be on the educational aspect of the information but this would have a more specific meaning for many students. There should be some relationship between what the student needs and wants in the way of a post high school education and where he goes and there should be some attempt to educate the student to the educational futility of going to college to get a degree. The student who really wants an education will probably find that he can experience a good higher education in many institutions whereas the student who wants only a degree will possibly end up with neither education nor degree. If a girl wants a finishing school rather than an academically oriented institution there is little point in sending her to a major university. If a young man is thinking in terms of geology, then he should know that there are a few universities which are not particularly known nationally to the lay public, but which happen to have the best departments of geology in the country. Many students are concerned with the problems of financing a higher education but most of them know nothing about scholarships and loans. Young men have the problem of military service and its relationship to a higher education but most of them know little about it. There are a hundred and one questions of this sort for which the student will find no answers in his regular high school curriculum and the major source of information must be the personnel services office. The student however, does not know that he does not know and the personnel services must take the initiative in seeing that children who are planning on a post high school education will have some realistic answers to questions they may not realize until after they leave high school. The fact that half of our college freshmen do not graduate tends to indicate that at the present time we are doing a very poor job in this matter. Personnel services offices should possibly be less concerned with the question How many students were placed in jobs and colleges but rather concern themselves with the next question. What happened to the students we did place in colleges and jobs?

On this same point it would seem that if any part of the school is kept open during the summer it should be the personnel services offices. Many seniors do not quite realize what it will be like when the school no longer has anything to do with them and they with it.

Many problems that do not arise in May and June will suddenly appear in July and August, and counseling and informational services should be available for those students who suddenly realize they have problems but have nowhere to turn.

The purpose of social information is obvious. It is simply to help the child to develop a greater understanding about himself and his relations with others. It is the psychological aspect of his educational experience.

INTEGRATING OCCUPATIONAL MATERIALS INTO THE CURRICULAR PROCESS

There is general agreement among occupational experts as to the need for presenting and using occupational materials at all school levels. It is also generally agreed that the most effective approach, in the lower grades at least, is to present occupational material as an integral part of the curriculum. There is equal agreement, unfortunately, that at the present time teachers are generally ill-equipped both from the point of view of their actual knowledge of the world of work and their attitudes as to the place of occupational materials in the curriculum of the school. Many teachers, unaware of the vocational implications of their teaching, have little understanding of the changing occupational patterns and composition of society. At the local level teachers too often have little realization of just what happens, occupationally, to their children after they leave school. Some seem to feel that children never get a job!

Thus while we agree that occupational materials should be integrated into the curriculum, we face the challenging problem of a youthful school population which is interested but unrealistic in its ideas of the vocational future, a teaching staff which is sometimes uninterested, but equally unrealistic as to its ideas about the vocational future of the children and the status of occupations in the culture, and a curriculum which up to the present, at least, has tended to present an equally narrow and unrealistic picture of the world of work. Any discussion of the implementation of occupational information into the curriculum must carry with it the assumption that teachers, either in their teacher education institutions or as part of their in-service education, gain a greater understanding of the place of occu-

pational materials in the curriculum and in the total education of the child¹³

In approaching the problem of the integration of occupational materials into the curriculum several other basic points must be kept in mind

1 The elementary school child and most of junior high school children are not going out into the world of work. They are staying in school and the basic decisions that they make at this stage if they make any at all are largely educational

2 The problem at this stage is not so much helping the child to make a decision but to continue with one of the major functions of the school — helping him to develop the attitudes, the understandings, the skills so that he may learn how to make a decision or how to make increasingly critical decisions

3 At the junior high school level particularly the child is right in the middle of an exploratory, an evolutionary, a developmental process. His vocational maturing, his educational and social maturity shows in the clarity and realism of his thinking and planning about future choices

4 The public school contains a heterogeneous population representing all the people of the nation. This single fact probably presents the major problem of modern American public education — how to provide a good education for everybody when good would appear to be different for just about everybody. Those attempting to integrate vocational materials into the curriculum must face up to this same problem

5 Vocational information *per se* will probably be as valueless as much of the other information which is presented willy nilly to the child as he goes through school. We may talk of education or learning or guidance or counseling but in all cases it is the *process* which is the basic and crucial factor. The knowledge will soon be forgotten; it is what happens during the temporary acquisition of the knowledge that leaves its mark on the learner. Thus while the teacher must have available factual occupational information it is the teacher's skill which will determine whether or not this occupational material has any meaning to the child

A suggested step-by-step procedure is to what might be done on this question of the integration of occupational materials into the curricular process in a school system is given below

1 There must be leadership and it would seem that the major

¹³ See Dugald S. Arbuckle, Integrating Occupational Materials Into the Curricular Process, *Personnel and Guidance Journal* 39:120-123, October 1960

professional responsibility for this leadership would fall on the shoulders of the school counselor or the personnel services director. Like most of the other features of a personnel services program, or possibly even more so, the success of this aspect depends entirely on the enthusiasm and willingness of the teachers to become involved in the problem. Thus the personnel services department in the school should marshal some of the evidence as to the need for a much more effective job in the matter of the vocational education of the child, evidence that should be part of the understanding of any school counselor.

Any meeting of the teaching staff and personnel workers should be preceded by a study of the occupational status of the children in the school—their needs, the realism of their vocational aspirations and plans, the maturity of their vocational thinking. A study might also be made of the realism of the teachers with regard to their knowledge of the actual vocational future which lies ahead for the children in the community in which they live.

2. A series of meetings between the personnel services staff and small groups of teachers, possibly those representing one department or a particular area of study, would likely be more fruitful than large meetings. It might be that for a trial run in a school, only the social studies teachers in the junior or senior high school or only in the area of social studies in the elementary school would there be a planned attempt at integration. The heterogeneous population would obviously pose a major problem as it does in the educational process generally, and those involved would have to determine the what and the how of this question so that the child will become better equipped to face what in a few years will be the most important single aspect of his life—his job. It would be important too, that the planning take place for a six year period in an elementary school, a two-year period in a junior high school and a three year period in high school or at least for between that period of time when the child comes into the junior or senior high school and when he leaves it.

3. A product of these meetings could be a workbook which would indicate the most logical and effective places in the social studies curriculum where certain types of occupational materials could be used with precise indications of just where the actual informational material could be found. The United States Bureau of Labor Statistics has been and is actively engaged in the actual production of occupational materials but these materials will be of little avail unless they are used intelligently by the teacher.

4. The curriculum while fluid is already established so that it would not be unreasonable to suggest that any new occupational

materials that are planned for the school are prepared with some understanding of the school curriculum and just where they might be used in the curriculum

5 Contacts may be made with other schools locally and throughout the country to find out just what has been done in other schools and in many schools much is being done

In the long run of course the integration of occupational material into the curriculum of the school depends less on the occupational knowledge of the teacher than it does on the educational attitude of the teacher. Teachers can without too great difficulty bring an occupational flavor into much of their teaching *if they want to*. The hard fact is that many don't want to. They can encourage children to delve more deeply into information about jobs in which they may be interested; they can help them to evaluate more realistically the information that they have; they can try to increase the occupational materials available in the library and in the teacher's own homeroom; they can become more educated about occupations and job opportunities in their own community. This is necessary to get something of occupational reality into the classroom so that the child may at least begin to wonder about the idea that he's going to be an employee a lot longer than he's going to be a student. Required reading can have more of an occupational bent to it and teachers can check the occupational naiveté of the school books that they use and keep the pressure on school administrators to find more realistic books.

Almost any subject can easily be presented with some occupational flavor but should not narrowly center on specific jobs. Certainly students taking a course in algebra should not come to feel that such a course makes sense only for those who are going to be mathematicians nor should those who take English feel that it is good primarily for those who are going into writing journalism or the teaching of English. These courses like all others should be educational not vocational but they will make more sense educationally if they are tied to the modern world of work. This of course may push some teachers into a corner particularly those whose only answer to the question "Why do I have to take this?" is "It disciplines the mind."

Teachers then must be introduced to the concept that there can be some degree of occupational exploration in the curriculum of the school and the best place to do this is in the teacher preparation institution. In the school the counselor is the most logical individual to work with a personnel services committee in assisting the teachers. It is more difficult to have occupational material integrated into the academic curriculum however than it is to develop an occupational

professional responsibility for this leadership would fall on the shoulders of the school counselor or the personnel services director. Like most of the other features of a personnel services program or possibly even more so, the success of this aspect depends entirely on the enthusiasm and willingness of the teachers to become involved in the problem. Thus the personnel services department in the school should marshal some of the evidence as to the need for a much more effective job in the matter of the vocational education of the child, evidence that should be part of the understanding of any school counselor.

Any meeting of the teaching staff and personnel workers should be preceded by a study of the occupational status of the children in the school—their needs, the realism of their vocational aspirations and plans, the maturity of their vocational thinking. A study might also be made of the realism of the teachers with regard to their knowledge of the actual vocational future which lies ahead for the children in the community in which they live.

2. A series of meetings between the personnel services staff and small groups of teachers, possibly those representing one department or a particular area of study, would likely be more fruitful than large meetings. It might be tried for a trial run in a school, only the social studies teachers in the junior or senior high school or only in the area of social studies in the elementary school. Would there be a planned attempt at integration? The heterogeneous population would obviously pose a major problem, as it does in the educational process generally, and those involved would have to determine the what and the how of this question so that the child will become better equipped to face what in a few years will be the most important single aspect of his life—his job. It would be important too that the planning take place for a six-year period in an elementary school, a two-year period in a junior high school, and a three-year period in high school or at least for between that period of time when the child comes into the junior or senior high school and when he leaves it.

3. A product of these meetings could be a workbook which would indicate the most logical and effective places in the social studies curriculum where certain types of occupational materials could be used, with precise indications of just where the actual informational material could be found. The United States Bureau of Labor Statistics has been and is actively engaged in the actual production of occupational materials, but these materials will be of little avail unless they are used intelligently by the teacher.

4. The curriculum while fluid is already established so that it would not be unreasonable to suggest that any new occupational

materials that are planned for the school are prepared with some understanding of the school curriculum and just where they might be used in the curriculum

5 Contacts may be made with other schools locally and throughout the country to find out just what has been done in other schools and in many schools much is being done

In the long run of course the integration of occupational material into the curriculum of the school depends less on the occupational knowledge of the teacher than it does on the educational attitude of the teacher Teachers can without too great difficulty bring an occupational flavor into much of their teaching *if they want to* The hard fact is that many don't want to They can encourage children to delve more deeply into information about jobs in which they may be interested they can help them to evaluate more realistically the information that they have they can try to increase the occupational materials available in the library and in the teacher's own homeroom they can become more educated about occupations and job opportunities in their own community This is necessary to get something of occupational reality into the classroom so that the child may at least begin to wonder about the idea that he's going to be an employee a lot longer than he's going to be a student Required reading can have more of an occupational bent to it and teachers can check the occupational naivete of the school books that they use and keep the pressure on school administrators to find more realistic books

Almost any subject can easily be presented with some occupational flavor but should not narrowly center on specific jobs Certainly students taking a course in algebra should not come to feel that such a course makes sense only for those who are going to be mathematicians nor should those who take English feel that it is good primarily for those who are going into writing journalism or the teaching of English These courses like all others should be educational not vocational but they will make more sense educationally if they are tied to the modern world of work This of course may push some teachers into a corner particularly those whose only answer to the question "Why do I have to take this?" is "It disciplines the mind"

Teachers then must be introduced to the concept that there can be some degree of occupational exploration in the curriculum of the school and the best place to do this is in the teacher preparation institution In the school the counselor is the most logical individual to work with a personnel services committee in assisting the teachers It is more difficult to have occupational material integrated into the academic curriculum however than it is to develop an occupational

unit as a separate entity, but a teacher becoming involved in this activity would probably find it easier to work out an occupational unit in a homeroom before attempting to integrate material into the curriculum. Any teacher, if really interested, could explore this area in the same manner as did a certain teacher of an eighth grade class in a junior high school in Maine. She decided to work out an exploratory unit in occupational information in the homeroom period of her class. This unit would run for three months with three periods a week. Her broad purpose was to give the children a more realistic picture of the world of work and to help them to become aware of their interests and abilities and just how they might use them.

She administered the Kuder and SRA Achievement measure. Just after this was completed, the area had the biggest snowstorm in 33 years, closing school and disrupting life in the community. The teacher used the storm as an introduction to her topic—jobs created by the storm, jobs hindered by the storm. She then discussed the proposed topic, for their suggestions and changes. The children then made a survey of the jobs in the community, with each child interviewing 10 people, using a simple filing size card to record the information. The class was divided into groups on the basis of interests, and each group studied occupations and occupational opportunities in their field. They collected materials, made use of the D O T, made bulletin board displays. Each individual in each group chose a particular occupation for a more detailed report and reported to the class on the importance of the occupation, the nature of the work, the trends in the occupation, the working conditions, the personal qualities needed, the preparation required, the opportunities and compensations, the advantages with the disadvantages. The entire class also went on several field trips and listened to talks by the school guidance counselor.

There was nothing particularly novel about this teacher's experience, but it was novel for the teacher and novel for the children. If teacher education institutions and counselors in schools could help to stimulate the interest of teachers and supply them with basic information there would be a good chance that many teachers would carry the ball from that point on. A unit, such as the above, could easily be worked out by any teacher, and this could be followed by the more difficult task of determining just exactly what occupational materials could be integrated into a section of a course such as English, taught to a particular group of children in an eighth-grade class.

INTEGRATING EDUCATIONAL AND SOCIAL MATERIALS INTO THE CURRICULAR PROCESS

In many ways, there is much less in the way of educational material to be integrated into the curriculum than is the case with occupational material. Information is needed but the basic task, particularly in the elementary and junior high school grades is the development of positive attitudes. At the senior high school the relationship between what the student is taking and his future educational career is fairly obvious, even if not understood, since if the college says, "This is what you have to have to be considered for admission" then the need is fairly clear. On the other hand, high school teachers could probably do a more effective job if they were more aware of the relationship between what they teach and what is being taught in the same area at the college level, as well as the extent to which what they teach is needed for college admission. The personnel services office could perform a notable service if it could bring together the instructors of high school seniors and college freshmen. We could assume that freshman English would be the equivalent of Grade 13, but there is surprisingly little co operation between teachers at the high school senior level and the college freshmen level.

Much social information can be integrated into the curriculum if teachers are willing and personally capable of using such information. Literature, for example, can be a major means of communicating social information, but it means that a teacher must understand, and be able to discuss objectively such matters as the Oedipus complex and the problem of homosexuality.

THE DISTRIBUTION OF OCCUPATIONAL INFORMATION

In many ways the use of such words as distribution and dissemination are unfortunate, since occupational information is not to be simply handed out, willy nilly, and a real problem of the informational service is to see somehow that information is something that is sought by students rather than being distributed to them. At the elementary school level the basic and most effective means of distribution of occupational information is to have it become an integrated part of

the curriculum, as discussed previously. The major direction and control, however, should come from the personnel services office. The junior high school child has begun to make more use of, and become more involved in other means of experiencing occupational information. By the time he has reached high school the occupational information will be experienced in ways other than curricular and ideally he should now be motivated to make use of these other ways, he should know what they are and he should by now be a somewhat educated person as far as the world of work and occupation is concerned.

As the child moves from the junior high into the senior high, then occupational information will come to him in other ways. Let us note a few of these.

1 The informational service library should be the major center where students and teachers may find up-to-date and accurate information of an occupational, educational, and social nature. The 'library' may be nothing more than a rack with a few folders in it, kept as up-to-date as possible by an omnibus counselor who does many other things or it may be a real library, staffed, maintained, and operated jointly by the library staff and the personnel services staff. The informational material may be part of the regular library, or it may be located in the personnel services suite. The author would tend to favor the latter plan since an attractive library is often a place where students can come without having to explain to anyone why they are there. At the same time they can be getting an impression of the staff and they may possibly decide that it would be worthwhile making an appointment to see a counselor. It is necessary to have the personnel services suite viewed as a place where anyone can come for ordinary reasons rather than a place where you go only if you are in a bad way.

The particular occupational materials that are to be used will depend on the interests and the needs of the students and of course on the amount of money that is available. The counselor need not throw up his hands, however, because of a minute budget. There are many first rate occupational materials that are free, and the counselor should also be aware of the fact that occupational libraries have been greatly improved by the use of funds from the National Defense Education Act. The counselor will soon find that one of his major problems will be to keep his materials up-to-date, and to sift out the accurate, objective information such as that found in materials published by the Bureau of Labor Statistics of the Department of Labor, as compared with other materials which are primarily occupational propaganda or commercial materials whose major purpose is to sell copy.

Most of the materials in the occupational library will be geared for

a high school population Norris Zeran and Hatch have indicated that occupational material should include the following

- 1 *Occupational Outlook Handbook* — the most recent edition — (\$1.25)
- 2 *Occupational Outlook Quarterly* — one subscription (\$1) This publication reports employment trends between the biennial editions of the *Occupational Outlook Handbook*
- 3 *A I G A Bibliography of Current Occupational Literature* — one copy (\$1)
- 4 *The Vocational Guidance Quarterly* — one subscription (\$3) A section of this publication keeps up-to-date the *A I G A Bibliography of Current Occupational Literature*
- 5 One copy of a recent comprehensive annotated bibliography An example is *Guide to Career Information and Occupational Literature An Annotated Bibliography* (\$3.56)
- 6 A subscription to at least one monthly annotated bibliography Examples are *Counselor's Information Service* *Occupational Index Career Index* (\$2.54) (The smaller the school budget the more important it is to have access to a bibliography which lists many free and inexpensive materials)
- 7 *Dictionary of Occupational Titles Volumes I and II Part IV* — one copy each (total \$6.25)
- 8 *Standard Industrial Classification Manual* — one copy (\$9.50)
- 9 One subscription to a monthly guidance subscription service In those school systems where funds are adequate more than one subscription plan can be ordered because one publisher may emphasize vocational materials while another may emphasize educational or social (\$7.50-\$10)^{14 15}

This would appear to be a reasonable minimum requirement if an informational library is to have the occupational material that will serve the needs and the interests of the students and the staff

2 Occupational information may be presented through courses or course units The extent to which occupational information can be and is integrated into the regular curriculum decreases as we move up the grades The major benefit of an occupational course or even a unit in a course is that it can be presented by a member of the personnel services staff who is an expert in the area It avoids a major weakness of having as one to present this aspect of a course a teacher who very likely lacks the knowledge and quite possibly the interest in occupational information It would probably be safe to say, too that

¹⁴ Norris Zeran and Hatch *op cit* pp 373-374

¹⁵ Another valuable publication for counselors is *Occupational Information for Counselors* Washington D.C. United States Dept of Labor revised 1958

the integration of occupational material into the social studies offering at the Grade 5 level will pose a somewhat easier problem than the integration of such materials into a course in American history in Grade 11.¹⁶

Actual courses in occupational materials have had a long and somewhat checkered career. Many schools have tried them and done away with them, some schools have continued them for years, and some schools are just now introducing them. They come under a variety of names — Problems of Vocational Adjustment, Vocational Planning, Occupational Information, the World of Work, and so on — and some of them are dry as dust. A course tends to be somewhat rigid, and there is more likelihood that many of the students in it will have no interest in it, since it has no particular application to them, or to their interests, or their needs. A unit is more flexible, and it is more likely that it can be fitted to meet the interests and needs of those students who take it. The shorter time, which may of course be a disadvantage, may also be an advantage, in that several such units can be introduced at appropriate times. A "unit" is usually considered as a "guidance" unit, and it takes in a study of occupations, education, and the self, rather than thinking in terms of separate and discrete units.¹⁷ This integration is most desirable, and not all students at, say, the Grade 9 level would necessarily experience the same material in such a unit, nor would students in a Grade 9 class experience the same material in a "guidance" unit as would those in a similarly named unit at the Grade 11 level.

Even in specific subject areas at the high school level there can be units of study to illustrate the occupational relationship of the material they are studying. It may seem farfetched to many children, and most are flabbergasted to learn, that there actually is a relationship between an occupation and such time honored and venerable academic subjects as mathematics, foreign languages, and English.¹⁸ Even a few

¹⁶ Examples of the excellent materials that are available for the teacher in this matter of integration are *Classroom Aids in Occupational Information*, Akron Public Schools, Publication No 135, 1960, and *The Teacher's Role in Career Development*, Dept of Education, State of Minnesota, St Paul, 1960

¹⁷ See Harold L. Munson, *How to Set Up a Guidance Unit*, Chicago Science Research Associates, 1957.

¹⁸ See such publications as Theodore Huebner, *Vocational Opportunities for Foreign Language Students*, St Louis The Modern Language Journal, 1949, Willa Norris and Wallace Manheimer, *What Good Is Math?* Chicago Science Research Associates, 1957, Willa Norris and Helen Hanlon, *What Good Is English?* Chicago Science Research Associates, 1958

periods spent in discussing the occupational relationship of certain subjects or the lack of it is well worthwhile for both students and staff. It tends to bring a little more reality into a part of the academic experience of the students most of which they probably feel has no relationship to outside living whatsoever. Such a study should also help the students to appreciate the fact that a truly educated person does not just study something because it may help him in an occupation. It would be unfortunate if such units were to give students the impression that the only areas of study in the curriculum worthwhile were those which could be tied directly to the curriculum.

3. Work experience is another means of attaining meaningful occupational and educational information. It is interesting too to note that work experience as a means of education has become a necessity only because of the advent of compulsory education to an age of 16 years or so. If the age of compulsory education is to move up, work experience will become an even more essential part of the total educational experience. For many children the only post elementary school curriculum that will make any sense is one which is geared to doing and making rather than sitting and reading. This has to be a worthy curriculum too and not just something that is flung together for those poor unfortunates who are unable to appreciate the "let's sit at a desk and study" curriculum. If a school is considering work experience as part of its educational program it might consider the following points:

a. The operation has to be at least at a community level and all people in the community must be involved particularly the students, the school staff, the employers, and the labor unions.

b. The operation must be directed by the school since this is an educational program rather than a job program. Work experience programs are not of course new. During the depression days of the 1930's the National Youth Administration directed work experience activities but these were primarily viewed as jobs rather than as education and whatever education did accrue was incidental and sometimes negative. More recently however the work experience programs that have been discussed have stressed the educational rather than the job aspect. This was evident in the report of the Second Commission on Life Adjustment for Children¹⁹ and more recently in

¹⁹ United States Department of Health, Education and Welfare, Office of Education, *A Look Ahead in Secondary Education: Report of the Second Commission on Life Adjustment Education for Youth*, Bulletin No. 4, Washington, D.C., United States Government Printing Office, 1954, p. 87.

the recommendations in this area that came from the 1960 White House Conference on Children and Youth

c The operation calls for a high degree of co-operation and co-ordination between the school and the employing agencies, and sufficient capable staff must be available to develop, co-ordinate and evaluate the program. As a part of the total educational experience, it is the concern of the entire school staff, but the personnel services staff are the ones who should be directing and supervising the operation. It can be assumed that in any school of average size this would represent a full time position.

d The school must help the employer to learn that the student is still a student rather than an employee, and he is not a source of cheap labor. He is working on a job; it is true, and he may be being paid for the work, but what he is involved in is part of his educational experience. The school must help the labor unions to realize that in the long run they are better off with satisfied and stable young workers and that the working, learning student poses no threat to their jobs. The school must help the parents and the children to learn that the student who is involved in a work experience is just as much a student, involved in a worthwhile and honorable manner, as is the more traditional student who sits at a desk studying his lessons, and possibly gets his name on an honor role.

e While work experience would be beneficial for all students, there is an immediate need for this sort of curriculum for the thousands of worthy students who are daily being frustrated and driven into desperation, as are their teachers, because they are forced by law to be present in a school which presents to them a completely unrealistic curriculum. Nor are many of their colleagues who go to vocational schools much better off and as vocational schools become more and more selective, there are going to be fewer and fewer places where many children can have a sensible educational experience. The purpose of the school is education, but if the community says to the school, 'Educate all children for at least twelve years,' then the community has to accept the fact that while the school should direct the education, the process of education must expand beyond the school building.

Is it too unrealistic to wonder why we could not say to a group of students at the junior high level, 'Look, you have to stay in school for a few more years and be with us, and we have to be with you—and we like being with you. Now if we assume that the educational experience that we work out together has to be within this community,

how about seeing if we can't work out something that will not only be worthwhile for you but will make sense to you and be something that you really want to do. The author can think of a student who was getting into trouble because he was doing poorly in school, he loved hunting and the outdoors and he was missing school to do what he wanted. Couldn't this fellow have been introduced to a fish and game club, wouldn't it have been possible for some local hunters to take him out on a few trips, might he not have possibly become interested in the migratory habits of the birds that he hunted? The only sin of some juvenile delinquents is that they are interested in cars but not in school and why shouldn't they be interested in cars? With all our vaunted educational understanding aren't we able to develop the interest of a youth in automobiles into an asset rather than a liability?

4 Occupational information may be distributed by various special activities. Career days are a time honored but not time tested means of distributing occupational information. They often change the school into something like a circus and it is doubtful if the return is worth the effort. At best the children can hear only a few speakers and most speakers when involved in such activities give a somewhat propagandized version of their occupations. Usually too the occupations that are going to employ the majority of the children are not even represented.

Field trips are another common means of acquainting children with occupations although field trips at the elementary level are primarily educational while most field trips at the secondary level are primarily occupational. Thus the elementary school children who visit a printing plant are not concerned with working in a printing plant while a group of high school girls who visit a hospital are likely there because they are considering nursing as a possible career. Field trips can be beneficial but they take much preparation and planning, students often do not see what they should see, the groups are often large and unwieldy and too often a field trip is just another requirement and the student has no particular interest in it. The author must admit a certain bias on this matter since as one who has taken numerous groups of children on field trips and as one who has been taken on field trips he has a general lack of enthusiasm regarding the value of such a project.

The increasing use of modern visual aids—film strips, movies and television—make field trips less necessary since a movie will often give a much better educational demonstration than will a field trip.

Various other school groups such as clubs and assemblies may also be used as a means of distribution of occupational information. Some clubs can be occupational interest groups, and they may have as their basic objective the enlargement of understanding about certain occupations. Some activities can also be related to the regular school curriculum, so that the student can be getting an occupational understanding and at the same time improving his English, his mathematics, and his social studies.

Various community organizations and groups may also be used for the distribution of occupational information. The numerous service clubs, labor organizations, churches, and the armed services can also lend valuable assistance, but unless there is careful planning, direction, and control by the school, the use of community organizations will be of little benefit.

THE DISTRIBUTION OF EDUCATIONAL AND SOCIAL INFORMATION

The major source of educational and social information will be the information service library. Norris, Zeran, and Hatch have indicated that the educational material should include the following:

- 1 A copy of the catalogs from state institutions, college and non-college where the majority of the student body seek additional training. Most state departments of education have prepared lists of colleges and universities or vocational schools and a postal card to the school will result in the latest issue of their catalog and other appropriate materials (postal costs only)
- 2 One standard directory of colleges and universities (\$5 \$10)
- 3 One directory of vocational schools (\$3)
- 4 A copy of a publication listing home study or correspondence schools (free)
- 5 One directory of scholarship information (\$4 \$10)
- 6 Selected materials on values of education, how to study, and how to select a training institution²⁰

Educational information is sometimes presented in a special guidance course or as part of a guidance unit. Common titles for such courses or

²⁰ Norris, Zeran and Hatch *op cit* pp 374-375

units would be School Adjustment Educational Planning and so on. The counselor should find no lack of material for such courses.¹

Information of a social nature is to be found in practically every book used in the social sciences and the humanities and even in the physical sciences, and the good teacher is one who tries to help children to learn personally from such information. Much of this personal information, however, relates to such delicate areas as sex and religion, and many teachers because of their own insecurity and often their own lack of information will veer away from such topics.

Social information may be presented in courses or units such as Human Relations, Developing My Personality, Getting Along With Others, and so on. A vast array of materials is available in this area, and the counselor should have no difficulty in locating it.² The author would tend to favor the presentation of such information in a rather loose unit, in which certain broad areas would be covered but they would represent no more than the skeleton of the unit and the students would supply the rest. The unit should be flexible so that it can be modified to meet the changing needs of the school population and the leader should be a counselor rather than a teacher. Some information, of course, may have to be given individually, but such a unit with a group of children is often one means of determining those children who need more individual attention.

PLACEMENT

One might wonder about the place of placement under the heading of *Information*, but some counselors feel that the end result of educational and occupational information should be educational and occupational placement, and it is only through a study of placement that one can measure the success or failure of the informational service. Personnel services have generally been more concerned with placing children in colleges than they have with placing them in jobs. Both the high school and the college are educational institutions and, traditionally, it has seemed more logical that the high school should be interested in the college plans of the student rather than his job plans. Most teachers, too, are more interested in students who are going to college, and while teachers may have scanty information about colleges, they have little or none about occupations and occupational trends.

The position of the author on this question would be dictated by two feelings that have been enunciated previously — that the personnel services that are provided for the child should be under the direct control of the school, and that the basic purpose of information is educational rather than occupational. Personnel services should not have to 'place' a child in anything, since the very fact that he has to be placed, as if he were an inanimate object, is a tacit admission of defeat for both the counselor and the child. As a part of his education, the child should have learned about occupations and his role in them, about what he can do very well and not so well, about the variety of opportunities that are available for him. He will have learned about labor unions and industrial concerns, and state employment agencies. If he is a Negro, he will have learned, without bitterness but also without passivity, that he will have more trouble in getting certain jobs and in getting into college than would a white person. Various experiences may have developed occupational interests which he will pursue himself, or he may seek further information or help from the school personnel services, from the state employment agency, or from the employment office of some industrial concerns. If he has been involved in a work experience he may have made contacts with certain employers, and if they like him and he likes them this may result in a job offer.

Similarly, he will have gained an understanding of the relationship of his self to his educational opportunities and his educational plans so that his educational plans will be realistically related to his assets and liabilities. He will take the initiative and the responsibility for

contacting institutions of higher learning and his placement in a college as in a job will be done by himself not by the counselor

Thus the author would feel that the school should not be a placement agency but that it should help the student to become an educated and secure person so that he can place himself. The child is a human individual and he is not something to be manipulated and directed for the benefit of something or someone else. The responsibility of the school is to help him to learn so that the job of placement that he does for himself will be a rational and logical one and will thus in the long run be best for him and for his fellows. Such a student will differ from those unfortunate youths who have been taught that the school like everything and everybody else owes them something and that they therefore have no responsibility for their own behavior.

BOOKS TO READ

- GINSBERG E. J. W. Ginsburg S. Axelrod and J. L. Herma *Occupational Choice: An Approach to a General Theory* New York: Columbia University Press 1951
- HOPPOCK Robert *Occupational Information* New York: McGraw-Hill 1957
- NORRIS Willa Franklin R. Zerin and Raymond N. Hatch *The Informational Service in Guidance* Chicago: Rand McNally & Co. 1960
- ROE Ann *The Psychology of Occupations* New York: John Wiley & Sons 1956
- SUPER Donald *The Psychology of Careers* New York: Harper & Brothers 1957
- THORNDIKE Robert L. and Elizabeth Hagen *Ten Thousand Careers* New York: John Wiley & Sons 1959
- TIEDEMAN David V. et al. *Harvard Studies of Vocational Development* Cambridge: Graduate School of Education, Harvard University 1955-60

ten

THE STUDENT GROUP

It was decided to put this chapter under "services," although one might debate the question as to whether or not "the group" is a service. Both the teacher and the counselor, however, are involved with the group in both determination and selection, as well as working with various kinds of groups in various ways. Thus we can consider that grouping is a service, and that the work done by the teacher and the counselor with the various groups is a service. Certainly much closer attention is being paid to the group and to its importance in education and personnel services. For example, the April, 1954, issue of the *Review of Educational Research* for the first time paid attention to the importance of the group in guidance and personnel services, and this has been continued in the April, 1957, and April, 1960, issues. This professional attention, however, has not yet shown up to any great extent in the curriculum of teacher training institutions, although it is with the group that the classroom teacher spends most of his working hours. Group dynamics, group guidance, group therapy, group counseling, the psychology of the group—these are still relatively rare terms in the curriculum of most teacher training institutions. Most teachers also spend a good deal of their working time in out-of-class activities with students, but their formal curriculum gives them little preparation in working with student groups. Much of the learning that occurs is because of the group and through the involvement and the participation of the individual with the group.

This learning through participation has been generally neglected in the school and much of the grouping that does take place in the school is to help the teacher to teach rather than to help the student to learn. The purpose of grouping is not to ease the teaching problem of the teacher but to improve the learning of the student. What then is this *group*? what are the groups that operate within the school situation? how are personnel services related to the group? and what are the problems of group leadership?

CHARACTERISTICS OF THE GROUP

A mob or a crowd might sometimes be considered to constitute a group but most authorities in the field would feel that there are at least several differences between a crowd of people and a psychological group. It should be noted too that the characteristics of a group cannot always be the same. A classroom group for example might be quite effective in a group guidance situation but quite ineffective in a group therapy situation. There would however appear to be several characteristics that seem to be common to all groups.

- 1 A group is an assemblage consisting of three or more persons.
- 2 The individuals comprising the group must have some common interest, aim, purpose or objective. A mob in this respect is a group although it might be conceivable that the children in a poorly conducted classroom would not be a group. Even in this situation however the children would probably have a common goal in their desire to get out of the classroom as soon as possible.
- 3 Each member of the group feels some sort of responsibility or relationship to some other members of the group. Thus it is often the task of the teacher to help the child who is an isolate so that he may become a member of the group rather than remain an outsider trying vainly to break in.

- 4 There must be some sort of a productive interaction among those persons comprising the group. Thus a number of individuals together could hardly be referred to as a group if there is no product as a result of their being together.

These four traits would generally be considered to be descriptive of any group but once we go beyond them we become involved in the different terminology that is used to describe different kinds of groups. We might say that the *dynamics* of a group are operating at all times if we have what can be described as a group. Cartwright

has suggested several factors that help to motivate group dynamics as follows

- 1 The sense of belonging to a group
- 2 The influence of the attractiveness of the group to its membership
- 3 Behavior is most readily changed if attitudes are relevant to the group action
- 4 Membership prestige is important
- 5 Agreement on the necessity of change facilitates change¹

Thus when we refer to *group dynamics* we are thinking of the factors that make for the operation of the group the procedures behind group behavior. Every teacher should be aware of the dynamics of a group so that he has some understanding of the interactions of the members of the group and the forces and factors that are the motivators of the behavior of the individual members of the group as well as of the group as a whole.

Group guidance is probably the most frequently used term in school situations. Ohlsen states that group guidance is concerned with those school activities in which youngsters obtain special information for their own personal use in solving personal problems.² He adds that most group guidance experiences are obtained with the help of teachers outside of their regular classes although a few of them are acquired in special classes such as an occupational or vocational guidance course.

In discussing the need for research in the outcome of group guidance Rinn comments³

If freedom and permissiveness are important elements in our concept of democracy then we need to explore to the fullest the outcomes of freedom and permissiveness in real social settings. Let us either discover the conditions under which these concepts are viable or let us modify our theory of the democratic school to bring it into line with reality.

Wiley and Strong⁴ state that group guidance procedures should assist in making the acquisition of information more functional and a

¹ Darwin Cartwright *Achieving Change in People: Some Applications of Group Dynamics Theory* *Human Relations* 4 November 1951 pp 381-82

² Merle M. Ohlsen *Guidance: An Introduction* New York: Harcourt Brace 1955 p 326

³ John L. Rinn *Group Guidance: Two Processes* *Personnel and Guidance Journal* 39 591-594 March 1961

⁴ Roy DeVerl Wiley and Melvin W. Strong *Group Procedures in Guidance* New York: Harper & Brothers 1957 pp 105-106

means of effecting desired adjustments in life and that in group guidance much emphasis is placed on the development of social mental physical and emotional attitudes ideals interests appreciations and habits—but skills understandings and information are *not* neglected.

Bennett points out rather interestingly that purposes techniques and the relationship to counseling rather than content are basic criteria in classifying a group activity as guidance.⁵ She adds that the purposes of group procedures are to provide opportunities for learning essentials for self-direction with respect to educational vocational and personal social aspects of life to provide opportunity for the therapeutic effects of group procedures to achieve some of the objectives of guidance more economically and some more effectively than would be possible in a completely individualized approach to implement individual counseling and render it more effective through background study of common aspects of problems and the reduction or elimination of many emotional barriers to the discussion of unique aspects of common human problems.⁶

It may be noted that Bennett in referring to these purposes is moving into the area of *therapy*, as well as *guidance*. Hoppock does much the same thing when he refers to the advantages of group guidance as being that it saves time it provides a common background of related information that improves counseling it gives the counselor an opportunity to know his students better it focuses collective judgment on common problems it avoids the monopolizing of the counselor's time by a few students it requires no increase in school budget it may permit a particular counselor to spend full time on guidance and it keeps the teacher and counselor up-to-date.⁷

There is however a very distinct line between group guidance and *group therapy*, just as there is a distinct difference between guidance and *therapy*. Generally the descriptions of guidance and therapy would be equally applicable in the group situation with the one distinct difference that we are referring to groups and to the interaction that occurs among the members of the group including the leader rather than to the interaction between two people—counselor and client. Slavson says that the underlying aim of group therapy is to introduce therapeutic activity designed to direct the individuals' efforts toward useful undertakings and to clarify the

⁵ Margaret F. Bennett, *Classroom Groups* New York: McGraw-Hill, 1939, p. 5.

⁶ *Ibid.*, p. 1.

⁷ Robert Hoppock, *Group Guidance: Principles, Techniques and Evaluation* New York: McGraw-Hill, 1939, pp. 5-7.

psychological conflicts that may be transformed into a normal way of living⁸ Slavson also feels that while all groups who need help in problems of personal and social adjustment cannot be helped by group therapy, there are a large number of people, particularly children, who can be helped *only* through group therapy⁹

In differentiating between group "guidance" and group therapy, it would seem that the following are characteristic of group "guidance"

- 1 The group usually has some common purpose
- 2 The discussion is usually intellectual in nature and quite frequently impersonal, or related to some topic that may have intellectual significance to the group, but no particularly personal significance to the individual in the group
- 3 The emphasis and stress is usually on the content of the discussion
- 4 The group itself—its welfare, its learning—is of importance
- 5 There may sometimes be some criticism and disapproval expressed by the leader, who may function in an evaluative and judgmental role
- 6 The attitudes of the members of the group toward each other do not usually change to any marked extent
- 7 An increase in knowledge and understanding is a prime objective of the group session
- 8 The sessions are usually leader centered and leader dominated
- 9 The session may follow a somewhat formal and structured pattern
- 10 The guidance group may be quite large in numbers

In contrast, the following would be characteristic of group therapy sessions

- 1 The purpose and goal of the individual member of the group is of importance, rather than the purpose or goal of the group as a whole
- 2 The discussion is usually of an emotional and feeling nature, and the problems discussed and felt are personal problems

⁸ Samuel R. Slavson *The Practice of Group Therapy* New York: International Universities Press 1947 p. 9

⁹ *Ibid* p. 22

3. The emphasis is on the process rather than the content of the discussion

4. The group itself is little more than a tool, attention is centered on the individual

5. The atmosphere is one of complete freedom, so that anxiety may be lessened, and the individual member of the group may come to feel free to express any feelings, no matter how negative or threatening they may be

6. Members of the group usually tend to become more supportive toward each other

7. A greater acceptance and understanding of the self, so that changes may possibly take place, is a prime objective of the session, and an increase in formal knowledge is of no great importance

8. The sessions usually tend to be more client centered and client dominated

9. The sessions follow a more informal and unstructured pattern

10. The therapy group must be small in numbers

Group counseling is another term that is sometimes used instead of group therapy, but it would be unacceptable to the author, at least, since counseling concerns only two individuals, together, in a unique and highly personal relationship. To paraphrase "two's company, three's a crowd," the author would feel that "two's counseling, three's a group." When Ohlsen, for example, refers to group *counseling* in the following manner, he is obviously describing group *therapy* as it is envisaged in this book, not group "guidance"

To the unsophisticated observer, group counseling at first appears to be nothing more than a friendly conversation among the members of an extremely tolerant group. As the observer continues to listen, however, he notes that the topics of conversation are not the topics of the ordinary social group. The members of this group are talking about themselves about the things which disturb them, and about what they can do in order to improve their adjustment to life. Such problems are not group problems but more personal matters the conversants are working together to help one another face individual conflicts which are too difficult for any one of them to solve alone.¹⁰

A final addition to the terminology is *multiple counseling*, and as the term is used by Driver it is indeed a multiple definition. In referring to the characteristics of the multiple counseling method, she

¹⁰ Ohlsen *op cit*, p. 291

refers to such things as small group discussions related to personal and social adjustment, auxiliary activities such as role playing and personality and occupational inventories, individual counseling by the teacher, the learning of certain psychological facts and principles, the use of eclectic counseling techniques by the group leader, and a permissive and friendly group climate¹¹

Thus multiple counseling, as seen by Driver, would appear to be a combination of group guidance, group therapy, and counseling. There might be some question as to whether one individual could function, with the same group of people, as a leader in a group guidance discussion, a leader in a group therapy session, and a counselor with individual clients.

The classroom group is the group with which the teacher spends most of his time, and teaching the group is the activity that takes up most of this time. It would seem that, ideally, the classroom group should function in such a manner that it could always be called at least a group guidance class, and that many of the characteristics of a group therapy session could be incorporated into the classroom situation. Certainly many of the traits that appear to make a group therapy session such a dynamic learning experience could be used with equal effectiveness by the classroom teacher. Both teacher and therapist, after all, are concerned with the learning process, and while the learning that occurs in a group therapy session is of a personal nature, there is always the element of the personal in any learning situation, if it is to be truly learning.

For optimum learning, the goals and the objectives sought should be those of the group, not the leader, and the operation of the group should be by the group for the group, rather than by the leader for the leader. It may be possible to achieve this situation in what is usually known as a group guidance class in a school if several conditions are met: the members of the group must be there because they want to be, the topics being discussed must be topics chosen by them because of their interest in them, and the leader must be an individual who has no administrative or disciplinary control over the members of the group. The reality of the classroom group, however, is such that it is almost impossible ever to have these conditions met. Many of the students (in some schools most of them) are in school because they must be in school, they are in a particular group because they have been placed there by the school, the curriculum they study is determined for them by others, and the leader is one who does have

¹¹ Helen I. Driver, *Multiple Counseling: A Small Group Discussion Method for Personal Growth* (Madison, Wisconsin: Monona Publications, 1954).

administrative and disciplinary control over them. The tragedy of the classroom group is that its very structure is an almost certain guarantee of little real learning by a significant number of the members of the group.¹² Certainly if learning is to occur for the individual by his participation in the group then the objectives of the group cannot be determined by the leader nor can the group be dominated and led by the leader. The leader in fact must lose his identity as the leader, and actually become a member of the group but this he cannot do as long as he is viewed by himself and by the others as the leader. Probably the major reason why so many group guidance classes have failed dismally is because they really have been guidance in groups for the leader and by the leader. Little results in the way of learning when the counselor tries to counsel students and the results are equally unimpressive when the teacher or counselor tries to guide groups.

TYPES OF GROUP ACTIVITIES

At the beginning the child is an egotistic and self-centered individual and basically he remains this way for the rest of his life. The deviation from this self-centeredness is probably at its highest point among those individuals who work for the welfare of others but even here however the individual is still satisfying the self. Thus even when a child is a contributing member in a group situation he is still satisfying a *personal* need. Socially the fact that he also satisfies a group need is good but this is a secondary result of the primary need for self-satisfaction.

The single child may from the beginning be growing up in a group but when the group consists of mother, father, and the child this is a much different situation from that in which the child finds himself when the group consists of two parents, three brothers, and four sisters. In the former situation it is easy for the child to satisfy his self-centeredness since both parents are usually anxious to please him. In the latter situation however he must learn to manipulate or in some way to do something so that he can satisfy his group of rival siblings who are after much the same thing as he and at the same time satisfy his egocentric needs. Thus the child of a large family grows up in a situation that is socially more realistic and by the time he arrives at school he is no stranger to groups whereas the single

¹² For a discussion of this point see Walter Lifton *Working in Groups* New York: John Wiley & Sons, 1961, pp. 15-16.

child may very often run into a group situation for the first time when he arrives at school. It might be safe to say that nursery school, which is concerned mostly with the socialization of the child, is most necessary for the single child who has grown up in a neighborhood with few children of his own age, and probably hardly necessary at all for the child of a large family. In some ways the nursery school approach to the group may be the better one, since the child is under skilled professional guidance, whereas the home situation may be one of loving and intelligent care, or may, instead, be a case of the survival of the fittest.

There is no question that every child should experience one year of formal education in which the major effort is toward the socialization of the individual child rather than the increasing of his knowledge or the development of academic skills, such as is usually the case in grade 1. The child who comes into grade 1 without any previous school experience may run into difficulties, especially if his teacher feels that his sole job is to teach skills and to impart information, it will be doubly difficult if he happens to be the only child in a family where little has been done to adjust him to what might happen when he enters the school.

Regardless of the child's background, however, he will find the school situation unique in several respects. For the first time he will be with a group of children who are all of his age, and thus there will be more likelihood of clashes in that their interests and goals will be more nearly alike. He will also, for the first time, be under the professional guidance of a teacher who has no personal or emotional attachment to any of the children, but who is concerned with the welfare of all of them. Willie may find that at home he could start a fight with Johnnie, and have mother sympathize and agree with him as to the nastiness of Johnnie, but he will not find this at school. He may have found at home that there were some things he could do safely because they did not intrude on the interests of his younger or older brothers and sisters, but in school almost anything he does is a challenge to someone in the classroom group. At home he may have found several techniques by means of which he could get what he wanted from his parents, but at school he will find that these same techniques do not work either with the teacher or with his fellows. The wise teacher knows that on that first day of school he is meeting a number of small individuals, some of whom are far better prepared than others for the days that lie ahead, but all of whom are meeting, even on the first day, a number of unique and for some frightening and terrifying situations to which they must

adjust. In their immediate life the most difficult and the most important adjustment has to be to the children around them—to the school group. All of the newcomers to school have entered a new world, a world of children and for many years to come this is the world that will dominate their lives and their thinking. What happens in their earlier years of adjustment to this world of children will be a major determinant of what happens in the adult years that are still in the dim future. Murphy expresses this same feeling when he says:

He becomes a member of a small world of children all near his own age although differences in age may vary with the arrangement in different groups. This world of children furnishes from this time on a major part of his social diet; he is constantly assimilating this by imitations of patterns of other children by spontaneous reaction to things which they do or to situations which they create by resistance to this pressure by repeated experiences of tensions aroused by their mere presence.¹³

When the child first comes to school he may be found in one of two broad classifications of groups, the compulsory ones that he is put into because someone else thinks that he should be in the group and the voluntary or self-motivated groups that he gets into because he wants to. On the whole it would probably be safe to say that he is more likely to satisfy his needs and wants when he is in a group to which he wants to belong rather than when he is in a group to which he has been arbitrarily assigned unless of course the assignment has been carefully and deliberately planned. The child must obviously satisfy his needs and often a little more skill and a little more understanding on the part of the teacher and the parent is the difference between whether the child moves toward a socially acceptable and socially productive group or whether he moves toward the negative anti-social group. Many a child who belongs to a delinquent gang could, with a little extra expenditure of effort, have been helped to join a positive group that would have been of greater help to both the child and society. It is the job of the teacher and the counselor to help the child become involved in groups that will satisfy his needs and satisfy them in a way that will be best for him and best for society.

The teacher should know enough about each child so that he can help the child move toward the sort of group that is best for him and the teacher may sometimes deliberately have to develop group

¹³ I. B. Murphy, *Social Behavior in Child Personality*, New York: Columbia University Press, 1937, p. 49.

situations so that the needs of the children may be met. If we look at some of the groups as they exist in the school situation today, it is obvious that some of them may satisfy the immediate needs of the teacher, but do little to satisfy the needs of the child.

In his earlier years, even after he has started school, the child feels little in the way of any loyalty to any group, and he tends to play more with one other child than with a group. Even in many group games, the child is only interested as long as he gets what he wants. Many a projected ball game with small boys breaks down because they all want to be pitchers, or as soon as the first batter is called out he refuses to be out and quits the game! The grade 1 child has little in the way of any identification with a group, as compared with the fierce and sometimes neurotic identification that he may have at a later date with an athletic team, with a fraternity, with a college, or with an army unit.

Most of the groups that exist at the elementary school level are those organized by the teacher. In many schools the major purpose of the formation of different groups is academic—that is, there will be groups formed for remedial reading, groups who need more attention in arithmetic fundamentals, groups whose spelling is quite poor, and so on. In the better schools there will also be groups of the better students, so that they can move ahead and benefit from a more enriched curriculum rather than sit waiting for their slower colleagues to catch up with them. Even play groups are usually organized by the teacher or they simply do not exist. An elementary school playground at recess time is usually chaotic enough even when there are teachers present but if there are no teachers it is indeed a wild scene, with each child out for himself! All of this, however, points out the need for groups at an early age, and this is the time when the skillful teacher may help the child to see that he can satisfy his own needs as a member of a group and at the same time be doing something to satisfy the needs of other members of his group. This is particularly important with the child who holds himself in low esteem for this young fellow must be helped to become accepted as a member of the group. All the members of the group must be helped to feel satisfaction in helping one another and at the same time achieve a realization that all of us can be helped in some way by one of our fellows no matter how little we may at first think that he can contribute to our welfare.

It is also true, of course that there are such things as delinquent gangs of children of an elementary school age but these are the poor and desperate children whose needs have been ignored by both parents and

teachers. When this does happen, it may be that we must excuse the parents, since many do not have the understanding or the knowledge or the skill, and are merely parents because they have the biological capacity to procreate. We cannot, however, excuse the teachers who allow these children to slip through their hands. This is the teachers' job and the teachers' responsibility, and they are supposedly the trained and skilled workers who can do something to help children who carry such a burden on their shoulders. Teachers can help little, however, if they see their function as being merely the imparting of a little knowledge, and the development of a few fundamental skills.

At the junior and at the secondary high school level, the child becomes much more closely identified with groups. Adolescence is probably a period when an individual is more closely tied to the whims of the group than at any other time, and his security is related directly to the extent to which he is accepted as a valuable member of the group. There is more likelihood, and more danger, that groups with questionable purposes will develop at this age, and this is tied in, of course, with the extent to which elementary teachers have helped the children at an earlier age to solve their problems and to satisfy their needs. This is the time, too, when the alert teacher can take advantage of the craving to belong to help the child belong to the group, and to move in the direction that is best for him.

In some schools the student groups will be almost entirely student dominated and directed, and they will operate to satisfy their own needs and their particular problems. In other schools, unfortunately, the administration will operate under the apparent assumption that young people are quite incapable of doing things by and for themselves, and the result will be complete adult domination of all activities. This, of course, gives the children no experience in the acceptance of responsibility, and no realistic understanding of the penalties that may be incurred when one muffs a job for which one is responsible. In addition, it gives the teaching staff far more work than is necessary. In so many schools teachers labor for hours doing things that children could do just as well, and the children need the experience in the work while the teachers do not. In addition this teacher domination develops a contradictory attitude of dependence on faculty direction along with irritation and resistance to that direction. This is probably the greatest lack in student groups in schools today. Far too frequently, they are not realistic, and they are geared not to the needs of the students as the students see them, but rather to the needs of the students as the teachers see them. Sometimes, the needs of the students are completely forgotten, and a group exists simply because it makes

things easier for the teacher. A basic question regarding all school groups is the extent to which they are student controlled and directed, and even more important the extent to which they help students to meet their needs and to solve their problems. Let us look now at some of the groups that are found at the secondary and junior high school level.

1 The classroom group may range from a completely heterogeneous mixture of individuals who are simply in one room because a required course has put them there, to a small group that is highly motivated to learn more about a certain subject or skill. Needless to say, most teachers pray for the latter sort of group, but more often get the former. Even in the large and confused classroom situation, however, the teacher can use sociograms to try to determine the several individuals with whom other children would like to work, he can be aware of the differing capacities of the students so that smaller groups are not given work that they cannot accomplish, he can be aware of the special needs of some students so that they may be placed in groups that will possibly meet these needs. These very actions, however, are least likely to take place in the secondary school, and more likely to take place at the elementary level. If the secondary school teacher feels that he is working only with an intellectually select group, and that his task is done when he has presented them the knowledge that he has garnered in his studies, then he will help only those who are intellectually capable and personally motivated to study and to learn. For some of the others, there will be no learning other than a momentary, meaningless retention of bits and pieces of knowledge and for some others there will be learning of a more negative sort.

2 In many schools the 'study hall' is an obvious misnomer, since probably less studying goes on in a study hall than in any other class period in the school day. Theoretically, if the student is well motivated and intellectually capable of doing the work he is supposed to be doing, the study hall should meet a real need in giving him some time to work on areas that he feels need more attention. Too frequently, however, this student represents a definite minority group. One can hardly expect a student who is simply incapable of the abstract reasoning necessary to work out a problem in algebra or geometry, and who has merely gotten where he is because of the policy of the school to pass all students regardless of the sort of work they do to sit for an hour delving with great interest into the mysteries of theorems and propositions. Nor can one expect another student who is repeating a subject or a grade for the second time to be particularly interested in it, since it is seldom that he knows any more the second time around.

than he did the first time. Repeating a subject is often as unreasonable as keeping an ungainly boy running around the track so that he may eventually run the mile in a respectable time.

The teacher sometimes ruins a study period for the better students because he feels that this is a good chance to teach more of his favorite subject, or to come forth with some of his favorite ideas. Many students have told the author that they could see some use in a study period if the teacher would keep quiet and let them study. More often than not, however, the study hall particularly in a public school, will represent a conglomeration of individuals the large majority of whom have little interest in studying what they are supposed to be studying, and who are more likely to be concerned with much more fascinating problems such as making a date with a girl, whether Jack really likes me at all, how we can beat those guys in the game next Saturday, how I am going to satisfy the old man with what I did the other day, and so on.

3 The homeroom should be a classroom situation that satisfies a unique need not satisfied in any other classroom. It should be characterized by two major considerations: it should be one classroom situation where there is no academic pressure to achieve satisfactory grades but where the motivation is much more basic, and the whole purpose of the class should be an understanding by the students of their problems and their difficulties and their needs. Every homeroom teacher should assume that his curriculum of study will have to be developed as he goes along, according to the particular needs and problems of a certain group of young people at a certain time. There will be some general problems that will recur continually with different groups of young people, but a discussion of future possible problems and needs should develop out of a discussion of the more pressing and immediate problems of the students as they sit in the class at a certain time. Obviously, a big problem of one year may no longer be a problem another year. The big prom may be a perennial issue, but it may eventually be solved and while it will remain as a problem for a few students who may need individual counseling, it will not be a problem common to all of the students. It may be that one year there is a great hullabaloo about some sort of skulduggery with the high school football team and this may become a personal issue with many students but by the next year this may no longer be a problem or an issue. It may be that some local politician has felt it politically expedient to refer to the abnormal sexual behavior of the young people of the town, and this then may become a problem that will merit attention and discussion. These free and informal discussions may

cause some students to seek counseling, and the teacher or the counselor may become aware in some of the discussions that a certain issue seems to be a particular problem for one or two students. It may be that these students can then be helped by further counseling, and some students may be motivated to seek counseling because these sessions have pointed up to them problems that they have, but which they have been seeking to avoid.

A homeroom group is usually a compulsory group. The skilled teacher or counselor, however, can develop a high degree of motivation by showing the children that the class is for them, that its purpose is to satisfy their needs, and the only reward they will receive is the feeling that they have found some answers that they did not previously have. Ideally, the homeroom should be the best classroom in which to "teach," since it should be the most highly motivated room in the school. In many schools, however, self-determination, self-discipline, and self-control are terms foreign to many students, and their introduction to these experiences must be gradual. If the children have been used to complete teacher-direction and domination, they can hardly be told in one class that they are now on their own, and that they can operate as they wish. The withdrawal of teacher-direction and control must be a gradual affair, but in some high schools this has apparently not even started with the senior class. We might hope that the goal of every teacher, right from the kindergarten up, would be to help the child to become capable of directing his own future, so that year by year, as he progressed in school, the extent of teacher-direction would become less and less. By the time the child is in high school the teachers should have become fellow workers in a learning adventure, rather than bosses who tell the students what to do, or patriarchs who do the same thing only with a softer voice.

Once the children begin to understand that the period really is for the free discussion of their problems, or anything that they feel is worth discussing, they may try to test the teacher. In too many schools the teacher feels the heavy hand of conformity, and as soon as the child brings up some issue that might tread on someone's toes, he is directed elsewhere. This will immediately put a clamp on the discussion, and as soon as the children know that there are many things that it is better not to talk about, the discussion will become artificial and of little value. In our culture, and in our schools, teachers probably feel the most uneasy when the talk veers toward the areas of sex, politics, and religion. Quite often these are forbidden topics, but if we remove these from the discussion of problems

or questions there very often is little left. The teacher himself of course just like the counselor must be secure enough and certain enough so that the discussion of such topics does not pose a personal threat for him. If of course he lives in a community where the school administration trembles every time a suggestion or a criticism about the school is offered by a church group or a veterans group or a politician then although he may be secure personally he may also be out of a job! It is true that if a teacher discovers that he has a politically oriented rather than an educationally oriented principal or superintendent he may have to leave the system in disgust.

The homeroom then should be a place where the student feels free to discuss and to talk to the teacher and to other students about whatever may be important to him. It should be a place where there is no academic pressure and where the motivation is more realistic. It should probably be the closest thing to a group therapy session that the formal school offers and it should be the sort of classroom situation that might be held up as an ideal to be achieved in other classes. Needless to say it is also necessary that each secondary school teacher have the personal responsibility for his own homeroom and it should be a group toward which he has no teaching responsibilities and thus over which he has no particular control. If the teacher is to develop the ideal leadership then his relationship to the students in the group should be the same as that of the counselor to his client. This cannot be the case if he teaches the group.

An algebra teacher may teach several hundred students per day and he certainly cannot become well acquainted with all of them. He should however have the responsibility for a homeroom group and the secondary school that does not have homerooms is not offering a complete educational experience.

4 If the homeroom is as described in the previous section there might be little need for guidance classes as such. If there are no such classes however it is even more essential that there be a homeroom as has been described and the adult who participates in it should be the counselor rather than the teacher. This in effect makes the homeroom and the guidance class almost synonymous and the author would have little concern over what the name might be as long as the student is able to have the group experience that has been described in the previous section. In some such classes the name guidance is used to describe the class and sometimes other titles are given but the subjects for study are usually connected with items that are or likely will be problems for the children. In one school system for example the child begins his guidance classes in grade 8. During

his junior high school years, he meets three times weekly in group guidance classes. In grade 10 the class is called School Adjustment, in grade 11 it is called Problems of Vocational Adjustment, in grade 12 it is called Problems of Home Adjustment. Thus, by the time the child leaves school he has had five years of courses that are closely geared to his needs and problems. Even if he leaves school before he finishes high school, he has at least had some experience with such courses. In different schools in one state, one may find such courses as Family Living, Social Relationships, Human Relations, Human Environment, Economic Understanding, and even Family Living and Applied Mathematics!

Whether it be homeroom or guidance class, it is going to be relatively ineffective if the children do not feel free to talk and discuss problems of any kind. Too frequently, both homeroom and guidance classes are "taught" as academic exercises, and they are about as helpful in the matter of personal adjustment as a typical course in mathematics.

5 Of all the group activities in the school, clubs would probably come the closest to really being student activities, since their membership is usually determined by interest. In many schools there are a vast number of clubs, big and little, and often the administration of these clubs is a full-time job in itself, although too frequently this is one of the numerous "extras" that are tied onto the teacher's job—an extra for which he gets no recognition whatsoever. Sometimes personnel services departments will develop and encourage what are often described as career clubs, where the members of the club will investigate certain occupations, listen to various speakers, and so on, so that they have a better understanding of different professions and occupations. Some schools have well-developed "career days" running throughout the year, so that during the year the students have a chance to listen to many speakers. Since some students who listen will be sophomores or juniors, this means that by the time they graduate they will have had a chance to listen to firsthand descriptions of many different types of jobs. This is much better than having one grand career day once a year, when the school is filled with eager propagandists describing the virtues of their occupations.

A department club may sometimes develop into little more than another academic class, the adviser being a teacher who is more interested in the development of his French than in using French as a tool to help in the development of young people. Too frequently, too, the main criterion for admittance to a French or Mathematics or History club is not one's interest in the subject, but what one

nately won't be treated like any other student' (The other students know this too and this knowledge doesn't help student morale.)

Another deplorable situation is that an academically brilliant student who is having a difficult time finding enough money to keep himself in college may know another student, an athlete, who is the recipient of a scholarship, although he can barely scrape through a ridiculously simple subject and he shows a general contempt for the institution. There are too many high schools in which young men come to believe that college is a place where one goes to play football, sometimes for a price, but always of course, as an amateur! This may breed some cynics along the way, and it unfortunately clouds the fact that athletic activities and sports are obviously of both physical and mental benefit for all young people, and every effort should be made by school personnel to see that children do learn at least several sports. Participation in sports is a good way to learn how to get along with the group and how to subordinate one's interests to those of the group. At the same time, it develops skills that are necessary if the child is to get along well in his society. Being athletically capable, like knowing how to dance and how to play bridge is a skill that we can live without, but if we have such skills living is a lot easier, particularly for the young!

Athletic endeavors can be a fine thing and the aim of a coach should be to help all children to learn some activity, and to learn some important lessons of life while he is learning the activity. The winning of a contest is pleasant and we all would rather win than lose, but this is really incidental. The school principal who is worth his salt will back to the limit a coach who has really taught the children some valuable lessons of life, even though they have lost every game they've ever played. Some adults, some high school alumni and even some politicians must learn that schools and school activities are for the benefit of all children rather than for their own ambitious, selfish, or neurotic aims.

7 Student government should be a part of the continually increasing and expanding experience that the young person has in the process of self-determination, and the continuance of a democratic concept of government depends on the extent to which young people have become capable of functioning as self-determining individuals. A group experience should not teach blind obedience to the needs of the group regardless of one's own personal convictions and student government should provide among other things an arena where the child may learn to accept his errors when he is shown to be wrong to compromise on a situation when the situation is confused, and to stand firm even

as a minority of one when he is sure that he is right. In a school how ever where a capable and responsible young man or woman must request permission from the teacher to sharpen his pencil or go to the lavatory it is doubtful whether student government will be any thing other than a game of cops and robbers — where the students know that they can decide to do the things that the school administration and the teachers want them to do but that as soon as they decide to do something else they will be vetoed because they are too young and don't really understand the whole situation. This procedure of course develops among the students much the same attitude as that developed among teachers by a principal who in the name of democracy is always indicating that he would welcome advice and suggestions but who continually does what he wants anyway even if there isn't a teacher in the school who is in sympathy with him.

Actually student government if interpreted literally is simply a myth. There can be no government without accompanying responsibility and in a school system the student is not ultimately responsible for what he does. He is considered to be a dependent individual and while he is under the charge of the school the school is to a great extent responsible for his acts. This does not mean however that within this framework students cannot have a rich experience and practice in self responsibility. Too frequently teachers will do all the work behind the scenes and students will take all the credit and actually believe that they worked things out for themselves. Students themselves would sometimes be happier doing a mediocre job that was truly theirs than pretending that they did an excellent job that was actually the teacher's. Students should come to realize that freedom is a relative thing and that we all work within certain limitations. If the teacher does a poor job he pays for it in some way and by the time the child gets to the secondary school he should have come to realize that responsibility means reward or punishment in accordance with what we do. If the student council constitution says that money allocated to the student council can be spent by the student council then there should be no interference by the faculty if the student council decides it wants to squander the money in some way. If on the other hand the school administration feels that there should be some faculty control of the manner in which the money is spent then it should be so stated in the constitution. Too frequently advisers to student councils like advisers to various clubs take the word advise too seriously. They spend their time completely dominating and directing the student council. The adviser should be the helper and the guide but he should only become

involved when the council requests his assistance, and it is a sad situation when a supposed 'student council is so dominated that every time a faculty member suggests something it is automatically accepted instead of being considered for what it is worth. The ego of the author was once rather deflated when, in a series of meetings, a student council that he was supposedly advising turned down all but one of his suggestions! In retrospect, however, this was a good thing since it showed that the council was independent enough to decide for itself what faculty suggestions to accept and what to reject.

It is important to note, too, that in all of the various kinds and types of groups, there are certain functional roles of members which are determined to a great extent by membership in a particular group.¹⁴ It is essential that teachers and counselors and students understand the relationship between their behavior and the particular group to which they belong. This behavior is primarily caused, of course, by the emotional and psychological relationship that has developed between the members of the group and the leader.

THE GROUP LEADER

Theoretically, the leader of a democratic group derives his authority from the group, and he holds his position only with the consent of the group. In most schools, however, there would be a sharp difference between the authority, say, of the classroom teacher, the faculty adviser to a student group, the school counselor, and the student leader of a student group. Actually, there is little real need for this difference, but in most cases the attitudes and the actions of the teacher, the group leader, and the counselor are more likely to be indications of their own personalities than to be professional learned responses. Thus the secure individual who has a great respect for the integrity and the rights of others will, on the whole, make the better group leader, teacher, and counselor, although he must also have a professional understanding and knowledge of people if he is to be really effective. *Being nice is not enough!*

The authority of the leader would, of course, depend on the type of group. If the teacher is an adviser to a student club, he should not be thought of as the leader, but at the same time he should help the students in the group to develop greater capacity for leadership. It would probably be better if he had no authority whatsoever, he

¹⁴ See Lifton *op cit*, p. 17 and Jane Walters *Group Guidance Principles and Practices* New York: McGraw Hill 1960 p. 67.

should be elected by the students and the students should have the right to change advisers if they wish. If the leader is the teacher of a guidance class on the other hand the students have no voice in his choice or in his removal. He represents the authority of the school but if he is an effective teacher, that authority will rarely, if ever, be shown. Nevertheless it is there and the students know it is there. It is a measure of the skill of the teacher to get the students to feel that they are in a free atmosphere even though they know that the leader does have authority and power over them. There is no valid reason why the attitudes and actions of the teacher of a mathematics class should be any different from those of the guidance teacher. There would be another difference however with the leader of a therapy group since even though the teacher might be considered as being quite accepting and understanding his position is such that he must be concerned with the development of skills and the accumulation and understanding of knowledge. The group therapy leader on the other hand is concerned only with the attitudes of his group and he may personally not have the slightest concern with the extent to which they add to their store of knowledge. Knowledge for him is merely a tool and often a minor one whereas the teacher lives in a community of parents who are most interested in the amount of knowledge possessed by their offspring. This often makes the teacher's task more difficult since much of the knowledge that the child laboriously learns will within weeks have disappeared into the dust of time and the only lasting effect will be from whatever might have happened in this process of temporarily storing up knowledge.

Different leaders are usually measured by the degree to which they feel they must dominate, judge, moralize and discipline. The complete lack of direction with no leader interest in the outcome has much the same results as the completely dominant type of leadership where the leader is also unconcerned with the welfare of the group and is desperately trying to satisfy his own ego. In the school situation generally however, the one trait that seems to evoke the most disagreement and discussion has to do with the extent of teacher-domination and direction. Even under so-called democratic leadership there is a wide variance in the extent of teacher or leader-direction and control and some classrooms that the author would consider almost chaotic have been described by the teacher as being democratic while others that seemed to the author to be extremely authoritarian have also been described by the teacher as being democratic. It is obvious that no two classrooms can be treated in exactly the same way any more than can any two individuals but teachers generally direct and control and

dominate too much rather than too little. The author feels that a democratic classroom would be identified by the following characteristics

1 Each child will be taking all the responsibility that he has shown he can accept, and in every classroom there will be some children who have more responsibility than they can probably handle, since children will never keep moving ahead in the amount of responsibility they can carry unless the teacher is willing to keep experimenting to find out just how much they can take. The democratic teacher will be there to help rather than to criticize when a student who has taken too much stumbles and falls by the wayside.

2 The activities that go on in the classroom will be largely determined by the group. This may vary from complete determination by the group, in a homeroom situation, to determination of how the students might go about learning what a course of study says they are supposed to learn, in a more formal academic situation. The problems of one group of children cannot be assumed to be those of another group, even though they are of the same age, sex, and so on. Whether it is called a homeroom, or a study, or a guidance class, there should be at least one area in the curriculum where the content of the course is determined entirely by the students. If we are concerned with their needs and their problems, as discussed in an earlier chapter, then surely the children are the ones who know, more than adults, just what they want and what they need. Typical of the adult omission of certain problems is a recent book, on the problems of adolescent children, that ignores the area of boy-girl relations. Surely, according to practically every adolescent, this is a most important problem area. Even in a formal classroom subject, the course of study needs to be little more than a skeleton, and the children can put on the flesh and the bones. In elementary school social studies and in junior high school science, the author has found that when the children are in control, they will often come up with far more satisfactory coverage of a topic than will the teacher. Even more important than the actual topics covered, however, is the experience that every child in the group is having—the experience of being a contributing and important member of a group, and being considered as such by the adult leader. This is real learning, and the child who grows in such a situation will probably be more satisfied with his own production, and not rush through life vainly trying to better himself so that he can convince himself that he really is somebody. Such a child will learn to have respect for himself and his values, and he

will be less likely to become the passive adult who assumes that every word spoken by a supposed expert must be believed and followed

3 The leader in the democratic classroom will be warm and accepting, because of his own security. Students will soon learn that criticism is no threat to him, so that if they feel he is wrong they will frankly say so, without fear of hurting his feelings or having him become angry, or hearing him say, 'Well, after all I'm the teacher, and I should know best.' Students in turn will feel more secure to do things since if they are wrong, they know that the leader's reaction will be one not of personal criticism, but merely of pointing out of the error, with possible assistance in how to find out the right way or the right answer. The classroom atmosphere will be noisy and warm and nice, and the students will think of their teacher with affection as one of them, rather than as one who is the boss.

4 Each individual student will decide on his own work procedures, so that some may always work with groups, while others may sometimes work alone. Students will thus be more likely to learn that they must sometimes compromise, and that sometimes the welfare of the group is more important than the welfare of the individual. They will not, however, develop the dangerous concept that the individual must always sacrifice his individuality for the welfare of the group, since the supposed 'group' welfare often represents the interests of a few individuals who are able to convert others to their way of thinking.

5 The teacher will accept as a concept of democracy the idea of a group situation in which the leader does his utmost to help the individual members of the group along the road of self-determination to the point where they can work effectively without the leader. As Rogers says, 'The most effective leader is one who can create the conditions by which he will actually lose the leadership.'¹⁵ A very simple test of how far the teacher has come along this road is to compare the difference between what happens when he is in the classroom, and when he leaves the classroom.

The evidence would tend to indicate that teacher-domination and direction is not as necessary as many teachers seem to think, nor does it have the positive effect that many teachers assume that it has.¹⁶

¹⁵ Carl R. Rogers *Client Centered Therapy* Boston: Houghton Mifflin 1951 p. 384

¹⁶ For a heartwarming story of a democratic school operating on the assumption that children are inherently good see A. S. Neill *Summerhill: A Radical Approach to Child Rearing* New York: Hart Publishing Co., 1960

Another implication of recent research is that positive learning can not be guaranteed by the use of certain procedures or techniques or methods

The author conducted a study of the effectiveness of three teaching methods on six groups of freshmen students in a course in personal adjustment. Two groups experienced in extreme teacher centered method, two a student centered method, and two a 'consultant,' or laissez faire method. Three objective type examinations were given to measure the retention and understanding of the subject matter studied and discussed during the course. When the six groups were compared, there were no significant differences in any of the scores.

Deignan conducted a somewhat similar study of the effectiveness of two group discussion methods, with ten groups of college freshmen in a class in elementary psychology.¹⁷ Five of the groups were student centered, and five were instructor-centered. The mean gains of the groups on subject matter examinations showed no significant differences. Frequency of participation in class discussion was significantly and negatively related to gains in subject matter in the student-centered groups, and significantly and positively related in the instructor-centered groups. There was less in the way of emotional adjustment in both groups at the end of the course than there was at the beginning. Students in the student centered groups evaluated both the course and the instructor's conduct more highly than did the students in the instructor-centered groups.

Burke investigated the effectiveness of two patterns of class organization and instruction in a freshman orientation course.¹⁸ In the 'cooperative group pattern' classes, the planning for the course content and coverage was determined primarily by students in small groups, with their own elected chairmen. In the 'class whole pattern' classes, the planning and coverage was predominantly in the hands of the instructor, with no small-group breakdown. The variation in teaching methods and organization indicated no significant differences in effects on student behavior. Neither was there any significant difference in learning, although the 'class whole' groups were superior in the recall of factual information.

All of these studies tend to indicate that a method, per se, has little significance as far as learning and changes in behavior are

¹⁷ Francis J. Deignan, *A Comparison of the Effectiveness of Two Group Discussion Methods*. D Ed. Dissertation Boston University, 1955.

¹⁸ Harold R. Burke, *An Experimental Study of Teaching Methods in a College Freshman Orientation Course*. D Ed. Dissertation Boston University, 1955.

concerned. Students and clients in reacting to teachers and counselors are reacting to their total personalities rather than to a particular method or technique that they may be using. The methods we use must be part of us; otherwise they tend to become artificial and unrealistic.

Research does indicate, however, that the autocratic classroom has more aggressive, hostile, and sullen behavior with many discontented expressions than has a democratic classroom. In a democratic classroom, if things do go wrong, the students realize that they must share the major blame.

A new teacher, however, would make a serious mistake if he assumed that students would be uniformly happy with his insistence on more student-direction. Even graduate classes in colleges have many students who feel that the only way to get their money's worth out of a course is to have someone lecture so that they can write down voluminous notes (most of which are probably available in printed form). It is interesting to note that many teachers taking classes are hostile to any suggestion of a workshop or group dynamics or anything of a similar nature. Sometimes one hears the comment, "We're just sitting around here talking—why doesn't he tell us something?" This may sometimes come from a group of teachers who average fifteen years in the classroom when the discussion is on teacher problems in the classroom and the leader is a young Ph.D. who has never taught in the classroom! It is truly fascinating to realize that some teachers feel they could learn more from this young man's lecture than they could by sitting around and wrestling with each other's problems!

On the other hand, reasons given by teachers why they do not have more in the way of group work and group participation include the following: gets too noisy; can't move chairs about; students might not discuss the real issues; discipline is harder to maintain; too few people really do the work; principal wouldn't approve; decisions made by the student may be contrary to those of the advisor. All of these reasons would surely indicate a lack of confidence by the teacher in both himself and his students.

Woolfe and Woolfe have described four types of leaders as being

1. The hard-boiled autocrat who gives orders, assigns tasks, makes decisions alone, and constantly checks to see that the work is done. Under such leadership, groups are usually hostile, aggressive, and rebellious.
2. The benevolent autocrat who is interested in employees, students, or family, praises as much as criticizes, is reluctant to give authority or responsibility, may take the hard tasks, is the source of all standards.

holds the group indebted to him. Under such leadership the group is usually submissive, it lacks initiative, it tends to conform, and it is apathetic.

- 3 The laissez faire leader who seldom offers a suggestion, raises an issue, clarifies the group procedures or calls for an evaluation of progress. He participates less than other members, there is no clear-cut idea of group goals, and he does not crystallize ideas or reflect feelings. Under such leadership there is aimless activity, much wandering attention and lack of progress.
- 4 The democratic leader who believes in the ability of the group members to explore possibilities, to gather information, to make decisions. He encourages them to express opinions and to offer suggestions. He does not interfere with the responsibility of the group or the members of the group. When he must make a decision, he helps the group to understand and evaluation is done by the group. Under such leadership there is independent thought, consideration for varying points of view, respect for the opinions and the work of every member of the group. There is progress and action following group decisions.¹⁹

Driver sees the leader as a bit of everything.

The leader must be versatile, as a counselor and discussion leader, he must be able to shift from nondirective to directive techniques as the situation demands. If the leader maintains an objective, impartial, friendly-to-all role in group meetings, the reactions of group members toward him will stabilize in time, rapport with each member will strengthen through the group experience together. The leader does not try to disguise what he really is—a teacher, social worker, guidance director, probation officer, but his *counselor* role is predominant at all times during the group project.²⁰

It is probably true that an individual who is an effective leader under certain circumstances or in a certain situation, may be quite ineffective if the circumstances are changed. Even if we limit ourselves to a discussion of the school situation, we can see that while there are certain elements of leadership that seem to be required under all circumstances, there are other traits the effectiveness of which might depend on the situation. Rinn²¹ sees the leader's role as being controlling or permitting, depending on whether the leader sees his role as being group instruction or group guidance.

The author would feel that when Keltner²² talks about operations

¹⁹ Maurice D. Woolfe and Jeanne A. Woolfe, *The Student Personnel Program*, New York: McGraw-Hill, 1953, pp. 57-59.

²⁰ Driver *op cit*, pp. 67-68.

²¹ Rinn *op cit*.

²² John W. Keltner, *Group Discussion Processes*, New York: Longmans Green & Co., 1957, p. 199.

essential to leadership being facilitating the group patterning of behavior directing behavior influencing behavior guiding behavior and controlling thought feeling and behavior he is not talking about the same person since there are leaders and leaders Warters²³ points this out when she says The leader may be someone who achieves status through unique attainment in some special field Or he may be someone formally appointed to leadership position or he may be someone who emerges as a leader in a given situation because of his being able to help the group to set and achieve its goals and to maintain and strengthen itself as a group It is this latter kind of leadership that we are discussing in this chapter

The effective classroom teacher particularly the teacher of a large group may tend to be somewhat of an extrovert with a rather dominant personality He is probably quite voluble one who talks easily with certain sallies jokes and so on He may also be somewhat of an excitable person one who moves around a good deal and has a strong strain of the actor in him Frequently he is a sort of exhibitionist — one who uses himself as an illustration for his discussion

The leader in a small group therapy situation will tend to be a quieter individual more of an introvert than an extrovert He talks very little and he chooses his words with care He has a somewhat placid temperament he is the sort who would remain calm and unruffled under almost any circumstance To the other members of the group he is often a somewhat reserved individual

An individual can be a leader and still be a self-centered and somewhat neurotic person It is probable that some of the great leaders of history were completely wrapped up in their own selves and almost certainly by modern-day measures would have been described as highly neurotic Nevertheless they were great leaders although some did lead their people to destruction with them Even in our own country we see some politicians who have qualities of leadership such that people vote them into office even though their behavior and their records are questionable This sometimes causes the unfortunate fallacy that in a democracy since the majority rules the majority must be right History shows quite frequently that a very large majority may be quite wrong and a very small minority may be quite right

The leader who can really work with a group and become a part of it must exhibit a great deal of creativity as well as personal security and the standard procedure of teaching to a group is likely employed so frequently because it is safer and it is less time-consuming Even

²³ Jane Warters *Group Guidance Principles and Practices* New York McGraw Hill Book Co Inc 1960 p 36

the knowledge of techniques of working with a group is extremely limited among most teachers²⁴

Redl has presented an interesting discussion on the effect of leadership on group formation. He describes the ten types of group formation which result from the following types of leadership: the patriarchal sovereign, the leader, the tyrant, the central person as the love object, the central person as an object of aggressive drives, the organizer, the seducer, the hero, the bad influence, the good example. Redl points out that these are not so much types of groups that develop, as they are trends in group formation.²⁵

There would, however, appear to be some common qualities of the more positive leader who is concerned with the welfare of the group, and who is not leading the group primarily for his own satisfaction (although he must achieve some satisfaction if he is to be an effective leader of any sort)

1 The leader is one who is sensitive to feelings, and is thus capable of reacting to individual members in a group according to how they feel rather than what they say. He thus develops a feeling of confidence, since each person tends to feel that the leader understands his particular problem. Even though the individuals are members of the group, they get the feeling that the leader has a particular concern for them.

2 The leader is secure and satisfied with his self. He is not smug but the discrepancy between his ideal self and his actual self is not too great, he is capable of change and he does change, but he does not feel under constant pressure to change and be someone else, he is not aggressive or hostile, and is thus capable of accepting much aggression and hostility from others without feeling any threat to his own security.

3 He is quiet rather than noisy, but his quietness is not meek or obsequious. There is humility in his character, but it is the humility of quiet strength, which is not mistaken by those with whom he works for fearfulness.

4 He does not live by a narrow dogma, or by a set of rules and regulations to which he feels he and all others must comply. He is more likely to feel that there are many roads and many ways to get to one's own particular and peculiar heaven, and while he is satisfied that he has found the one that appears to be the best for

²⁴ A pamphlet which is helpful for teachers in this matter is *Techniques for Group Guidance* New York: Scott, Foresman & Co.

²⁵ Fritz Redl, *Ten Types of Group Formation*, an unpublished paper.

him he makes no pretention of knowing what is best for others including the people in the group that he may be leading. He would thus make a poor reformer since he does not feel that he wants to reform anyone not having in his mind any object into which they should be reformed. For much the same reason he would feel no particular desire to argue with any of the members of the group over any of their concepts and ideas. He knows that while the object of argument may be to convince the other fellow that he is wrong and we are right the reverse is the usual result!

5 He is optimistic rather than cynical about people. He believes that they can work out their own answers to their own problems. He realizes that there may be many individual illustrations of people who simply cannot work out their own futures but he does not accept this as evidence against the validity of his concept but rather as evidence that indicates we have not worked long enough with each other to find the ways and means for helping people to use what they have to an optimum degree. He cannot accept the thesis that people are generally helpless and vicious and evil and thus he lives in a bright and happy world rather than in one that is grim and gray.

6 He has a genuine liking for individuals and for groups of people. He feels at home among his fellows whether they be children or professional colleagues or neurotic clients.

7 He is an intelligent individual with a high degree of professional education in his field of endeavor. From a purely professional point of view he knows people and he knows human behavior and he is thus more capable of being objective and less likely to become emotionally involved in his relations with the members of the group with which he is working.

8 He is always a learner who is sharply aware of the inadequacy of his own knowledge and skill and he is thus receptive to the new and the different and changes as he works. He is one about whom it means much to say. He has 30 years of experience since for these 30 years and for 30 years more if he lives that long he will learn as he works—learn from experience. Others are more likely to vegetate and rest on the laurels they won or the knowledge they gained in the years that have long since passed. They no longer learn so they no longer grow and there is a good chance that after 20 years of such experience an individual will be worse than when he started.

The leader of a group may be a teacher in an academic course he may be a teacher in a group guidance class he may be a counselor discussing personal problems with a group of students or he may be

a group therapist working with a number of neurotic children or adults. But whatever his position, these would appear to be his necessary qualities.

TRAINING FOR GROUP PARTICIPATION

Just as training is necessary for those who are to be the leaders of groups so also is training necessary for those who are to be participants in the group activities. In addition, of course, the group is an obvious place for the preparation and training of future leaders. Most teachers would probably agree that there are many children who do not know or understand how to be a real member of a group, this is certainly the case in grade 1, and for many teachers it is also a serious problem in the higher grades.

When Thelan writes on training for group membership he is referring primarily to adults but much of what he says is of interest to the classroom teacher concerned with his classroom group.

To train people in the skills of group leadership and membership one must study their behavior in group situations. The trainer's function is to keep the requirements the group needs to meet clearly before it but he also safeguards the right and opportunity of each individual to experiment with new ways of co-operating to meet the requirements. Thus the situation is permissive for the individual but the problem is clearly defined for the group.

The authority by virtue of which the trainer operates is the trainee's trust in and dependence on him. One method of control of the group is through trainer planned or trainer approved agreements about activities planned to satisfy the diagnosed needs of the group. The primary target of change is the trainer's competence as a participant in groups; the secondary target is the group to which the trainees will return after training. The role of the member is defined by the expectation that he will experiment with new behaviors, be loyal to the group and try on occasion to produce behaviors needed by the group. The communication between the training group and other groups is highly individual and unofficial; it ranges from individual resolutions to behave differently in a back home group to the utilization of others for blowing off steam, discussing the training experiences and receiving emotional support from one's own organization.²⁴

The National Training Laboratory in Group Development made another statement, which was not directed primarily at teachers, but it is certainly applicable to the classroom group.

²⁴ Herbert A. Thelan, *Dynamics of Groups at Work*, Chicago: University of Chicago Press, 1951, p. 128.

Anxieties are easily aroused in people in training situations. Anxieties about failure to measure up to the expectations of others or of one's self rejection by the group or trainer attacks from others loss of status uncovering one's self to ridicule or hurt the consequences of present changing when "I get back home" — these are anxieties which any or all trainees may develop and feel. The trainer must be as aware as possible of such anxieties and must be ready to help individuals to reduce or dispel these anxieties without making it easy for the individual to escape from the change process unless of course the particular change is too threatening for a given individual to handle. The process of reduction of anxiety involves help in recognizing and admitting the anxiety reassurance as to the typicality of having such feelings and special emotional support and counseling assistance where necessary. This is one of the most crucial points in training and one where the responsibility of the trainer most closely parallels that of the therapist.²⁷

School children must spend much of their time as members of a group, and although the skilled teacher may be thinking of each member of the group as an individual the child is still operating in a group setting in which he will succeed or fail. One might say that the basic function of the classroom group is the solution of issues that are problems for all children and the solution of more particular and specific issues that are problems for only a few children. These problems may be partly solved in the main classroom group they may be solved in special groups such as in a remedial reading center or a speech clinic or a guidance clinic or they may be solved in an individual relationship with a teacher or a counselor or some other specialized worker. Many of the class group problems deal with the learning of skills while some deal with the attainment of answers to intellectual questions. Other problems however are tied in with the personality of the individual child and it is the task of the teacher to help the child to learn how to function and behave in a group so that he may be able to learn from the group so that they can help him while he is helping them. This does not always come easily for children who are tense and insecure for those who are highly self centered for those who feel that they are worthless and have nothing to contribute to anyone for those who feel that they cannot possibly learn anything from the rest of the group. Some problems that the teacher and the counselor may run into in attempting to help the children to learn and develop from group participation are indicated below.

²⁷ National Training Laboratory in Group Development *Explorations in Human Relations Training* Ann Arbor: NEA and Research Center for Group Dynamics University of Michigan 1947 p. 21

1 There is always of course, the problem of the child who needs to dominate and talk most of the time. The leader might, in a group therapy situation, do little overtly to control this behavior, but rather wait until the group itself exerted some control. In most class group situations, however, the teacher would probably have to intervene in some way if the group discussions were to be at all productive for the other members of the group. Most teachers would assume that such behavior indicated the need of the child to stand out in the group and they would attempt to satisfy this need for dominance in some other way. The teacher might speak privately with the child, indicating to him that he had much to contribute, but that some other children needed the experience too, and he could help the teacher to help the others get in on the discussion. Often, of course, these words would have a hollow ring, and the child might require psychotherapy before his need to dominate would decrease. Participation in any group discussion should be spontaneous, rather than a 'hands-in-the-air' sort of thing and as long as it is spontaneous, the teacher will likely have this problem. The teacher can circumvent some of this, of course, by bringing in others who do not feel threatened by being asked to participate. He can, for example, when the continuous talker draws a breath, say, 'Well now, Mary, what do you think about that idea that John was mentioning—and I think that you have an idea or two on that too, don't you, Henry?' This problem may necessitate more teacher-direction, although not necessarily more teacher interference.

2 The opposite problem, of course, is the child who will never participate, and this child may represent a much more serious behavioral disorder than the more overt individual. The reasons why one child never participates in a discussion may sometimes be much the same as the reasons why one child must talk all the time, but they may also be greatly different. Some children may simply not be interested in the topic under discussion, and the task for the teacher may then be to help the child to come to understand that he has a responsibility for making the discussion interesting, and whether it is worthwhile or not depends on the students more than, or at least as much as, it does on the teacher. The student may also be a person who has come from a school where he learned that students are supposed to be seen and not heard, so he simply does not participate because he has learned that as a student he is not supposed to participate. Lack of participation may not be of any particular significance, of course, but the fact that the student does not participate means that he loses out in learning how other children react to what he says and does. He has no chance to gain further insight into his own reactions

to criticisms and suggestions from his fellows. In addition of course lack of participation also means that he does not yet feel a sense of responsibility to the group. We might hope that all children would develop a more mature attitude so that they might fulfill their roles as responsible citizens of their school and their culture.

3 The child who always strays far off the topic and insists on talking about unrelated issues may pose a problem to the teacher. This may not happen in a more formally organized group but the learning experience will be more productive if the child feels free to participate whenever he wants to participate. Nor would it matter particularly in a therapy group where wandering away from a topic under discussion would be a good expression of the individual's feelings. If the children are involved in a group guidance discussion of problems connected with getting a job however Mary will not be contributing much to the group if she insists on talking about the fun she had on a trip last summer. The action of the teacher would depend of course on the reason behind Mary's actions. Mary may simply be bored with the whole conversation and want to speak about something of interest to her, she may be self-centered in individual who has little concern with others and is interested only in herself she may be a timid person who is threatened by the conversation and wants to channel it in other directions she may know nothing about the topic under discussion but feel that she is supposed to participate so she has to talk about something she may be trying to impress the other children with the importance of her achievements and using the only way she can see to do it. There may be many other reasons but the teacher simply cannot solve the problem by telling the girl to either stick to the topic or be quiet. If this is done the most likely result is that the girl will be quiet but nothing will really be solved at all.

4 In some groups teachers and counselors will find children who resent authority — the authority of the group the authority of their teacher the authority of their fellows. These children may be aggressive or they may be passive but all are hostile and self-hostility is usually involved. The value of the group for such children is that acceptance by the group will gradually make them feel a lessening need for hostility at least in the group situation and as this occurs it will become increasingly easy for all members of the group to be acceptant of them. Several such children in a group may call for a high degree of skill and absolute acceptance on the part of the leader. Three hostile children in a group will probably find little acceptance from each other, and the leader must be the one who will set the

example of acceptance to the other children, if the rest of the group become more hostile toward these three children, and less acceptant of them the net result of the group experience will be to reinforce their hostility rather than decrease it. Unfortunately, this is exactly what often happens to the child in the classroom. Generally, the larger the group, the more difficult the problem will become for the teacher. In such a situation, the teacher might set up some smaller study groups where he would deliberately place one of the aggressive children with several of his more stable fellows who would be more likely to be acceptant of the other's hostility. This points up the need for the teacher to have a good deal of knowledge about the children—their intelligence, their capacities, their interests, their general emotional stability—before placing them in small work groups. Too frequently, grouping is done on an alphabetical basis, and if the result is successful it is probably due more to good luck than anything else.

5 A problem that arises out of the previous situation is that of helping the majority of the members of the group and eventually the whole group to become more acceptant of those who disagree with them, those who are rude, those who push and shove, those who care only for themselves. A youthful group may often squelch an obstreperous child, but more often than not this is a damaging procedure, at least from the point of view of the mental health of the disturbed child. The leadership exerted by the teacher is crucial, and the extent to which the majority of the children are acceptant of the more aggressive and hostile minority depends on the example set by the teacher. The kind and loving acceptance by the teacher of those who may sometimes be hard for most people to accept is a lesson that is understood by most children. It must indeed be a cynic who feels that kindness, gentleness, and understanding beget hostility and chaos.

6 Another problem lies in helping those children who *actually* have little to contribute, because of their various lacks and even more important, helping those children who *feel* they have little or nothing to contribute. Both groups must eventually come to feel that contribution is a relative matter, not to be measured by extrinsic value or glitter, but rather by the depth of the meaning to the contributor. Even a genius can learn valuable lessons of life from a moron. There is also a good chance that the actual value of the contribution of the child will increase as he begins to see that the teacher, and some of his fellows, actually believe, even although up to this point he hasn't

that he does have something to contribute that he can do something worthwhile. The most important lesson that many of the children in the group may learn is that the leader really feels and believes that the child who seems to have nothing *does* have something. This means of course that the child should be faced with situations and with problems that are at his level and that he should be with a group who will not be continually talking and acting far above his head. The leader and the group should be understanding but the material the content and the problem must be something within the realm of reality. No matter how understanding a group leader may be he is going to have an impossible task in trying to help a child with an IQ of 85 to believe in his productivity if the item under discussion has to do with some of the intricate elements of space geometry.

7 A final problem that will face all teachers and counselors who are functioning as group leaders is to help each individual child to come to feel that learning can take place when he is a participating member of a group. This may be partially a problem of appreciation but it would seem that one of the attitudes that too many children pick up as they go through their educational experience is that the only way to learn something is to sit passively and listen to some expert lecture on the subject. Teachers as students tend very often to reflect by their actions and by their silence this attitude that there is little to be learned by a discussion among one's equals of problems that may be common to all. In a democratic society this is a dangerous and pessimistic attitude reflecting dependence on the authority of others rather than a certainty of one's own capacities to work at and solve one's own problems. The child can be helped in the group situation to come to see that a group of people working together at a certain problem can usually work out some acceptable and valid answers to the problem. He can learn that a satisfactory final solution depends on contributions from all members of the group rather than from a few of them. If the leader himself of course does not believe this then there is little likelihood that this will be one of the results of a series of group discussions. Too frequently the major difference between a group discussion and a lecture is that in the former case the instructor is talking to a few people whereas in the latter case he is talking to a larger number of people. In both cases the group sits and listens — or dreams. It is interesting to note how some individuals who passionately espouse the values of group participation and discussion are willing to lecture for hours on the subject periodically interjecting denunciations of lectures.

THE ORGANIZATION OF A GROUP

When the teacher or the counselor looks at a classroom of children, thinking of their functioning as a group, there are a few general principles of operation that he might consider

1 The leader must know each individual member of the group, academic achievement and intellectual capacity are only a small part of the knowledge that he should have about each child. The group leader should know about such things as home environment, the attitudes of other children toward him, his attitudes toward them, and so on.

2 The members of the group should know each other as individuals. This cannot be a haphazard affair, since although many students will soon be known to most of their fellows, there will also be some students who will remain unknown to most, and in some cases all, of their fellows. It is the task of the teacher, in an unobtrusive way, to help these children become known to the other children — to make them, in the minds of the other children, real persons. It is particularly important that the assets of those children who do not have too much to contribute, or those children who may be least acceptable to the group become known so that all may see that every person does have a positive side. It may also be that when some of the reasons for the behavior of a child are understood by his fellows, their reactions to him will change somewhat.

3 The leader should have clear in his own mind what his objective is in the organization of the group. It might be a routine organization of small groups for the learning of a skill, and the basic criterion for organization might be the degree of skill achieved. It might be an organization of small groups for some work project in which an increase in knowledge was the main objective, and children of differing skills and capacities might be deliberately mixed, it might be a small group therapy situation in which six or seven children with tensions and problems tied up with their home situations might be organized so that in a close and warm relationship with the leader, and with each other, they could come to see their problems more clearly and discover some of the things they might do to adjust more effectively to their environments. The learning of skills, the increasing of knowledge, and the changing of attitudes might be considered as some objectives that may be sought — singly or as a totality. The grade 1 teacher organizing a group for slower readers, for example, is aware of the fact that the lack of skill in reading may, for some students, be the *cause* of increased

tension and disturbance, while for others, the lack of reading skill may be a *symptom* of tension and disturbance. His prime objective, however, is to help the children to increase their skill in reading, the other objectives are secondary. Similarly, if a grade 6 class in social studies is supposed to be acquainted with the life and the customs of the North American Indian, the chief concern of the teacher in organizing the students into smaller study groups is to increase their knowledge in this area. The increase in knowledge may, we hope, have some effect on attitudes, but this is not usually the primary objective of the teacher with a group such as this. With a therapy group, on the other hand, the objective will be a greater understanding of the self, with a resultant change in attitude toward the self and toward others. The nature and extent of the material that is discussed may be of little point.

4 The objectives to be achieved should also be understood by the members of the group. These objectives may not be explained in a formal way to the members, and it is far better, of course, if the objectives are arrived at by members of the group themselves, so that what they are attempting to achieve is something that they have set up as their own goals, rather than something set up by the leader. This is not usually too difficult to achieve in the area of skills and knowledge but it is more of a problem in the matter of therapy. Children and adults may often indicate that their objective is to obtain some immediate functional answers to the solution of their problems while the therapist knows that this cannot be. Thus, if the stated problem of the child is, 'What can I do so that my old man will treat me better?' his objective, as he sees it, is to find out something specific that he can do to or for his father to obtain better treatment. Actually, however, this may indicate little insight into his own behavior, and the therapist knows before he starts that this objective, as stated by the child, simply cannot be achieved. It might be, however, that the members of a group in therapy can periodically discuss their objectives and they will begin to see that as they progress their objectives begin to change. It would probably be correct to say that the more disturbed an individual may be, the more likely it is that his view of himself, and therefore of his objectives, will be unrealistic and his objectives will have little likelihood of being achieved.

5 Finally, the leader should be aware in advance of the particular methods or techniques that he intends to employ. Some group authorities feel that an ideal group would consist of one-third listeners, one third talkers, and one third who tend to agree or disagree with others. The leader may feel that this is an ideal situation under

certain circumstances, but not desirable under others. He may use a variety of techniques. He may have each person contribute some thought or idea, he may use a sort of debate approach in which some students will try to disprove what others say, he may feel that participation should only be through the chairman or leader of the group, or he may feel that anyone should be allowed to speak any time he wants, he may feel that the leader should be fairly dominant in his direction and contribute much to the discussion, or he may feel that the leader should function as a catalyst who gets the students involved in the discussion without presenting his own knowledge or his own views on any particular subject, he may have a presentation by a committee or sub group, then a "buzz" session by other groups, and then a reaction by each buzz session group to the main presentation.

Thus, there is no one method to be used at all times in all approaches to the group, and the leader has to take into account the various objectives and purposes of the group before he determines the methods and techniques that he will use. He should, however, have decided on these before he begins to work with the group.

BOOKS TO READ

- BENNETT, Margaret E., *Guidance in Groups*, New York McGraw Hill, 1955
- BROWN, C. G., and Thomas Cohn, *The Study of Leadership*, Interstate Printers and Publishers, Inc., 1958
- DRIVER, Helen I., *Multiple Counseling A Small Group Discussion Method for Personal Growth*, Madison Monona Publications, 1954
- GLANZ, Edward C. *Groups in Guidance*, Boston Allyn and Bacon, 1962
- GORDON, Thomas *Group Centered Leadership*, Boston Houghton Mifflin Co., 1955
- KELTNER, John W., *Group Discussion Processes*, New York Longmans, Green & Co., 1957
- LIFTON, Walter, *Working With Groups*, New York John Wiley & Sons 1961
- THELAN, Herbert A., *Dynamics of Groups at Work*, Chicago University of Chicago Press, 1954
- WATERS, Jane *Group Guidance Principles and Practices*, New York McGraw Hill 1960
- WHITE, Ralph K., and Ronald Lippett, *Autocracy and Democracy An Experimental Inquiry*, New York Harper & Brothers 1960
- WILLEY, Roy DeVerl and W. Melvin Strong *Group Procedures in Guidance*, New York Harper & Brothers, 1957

part four

ORGANIZATION

OF PUPIL

PERSONNEL SERVICES

eleven

ORGANIZING PUPIL PERSONNEL SERVICES

The problems of organizing and administering a pupil personnel services program may seem to have little place in a book that is devoted to the role of the teacher and the counselor in that program, and yet it would seem reasonable to say that the individual teacher or counselor must in some way be involved in the problems of organization and, therefore, should have some familiarity with them. It is true, of course, that the counselor is responsible for the organization and administration of the pupil personnel services in a small school system only. Regardless of the size of the system, however, the teacher and the counselor should have some understanding of the principles of the organization of a personnel services program, of the procedures to follow in organizing a program, of the causes of difficulties in organization, of the differences in organizational problems in elementary and secondary schools, and of the ways in which personnel services are actually organized in different systems throughout the country. This chapter will attempt to supply some answers to these questions.

Throughout this book the term *personnel services* has been used instead of the more traditional *guidance services*, for reasons already indicated. While pupil personnel services include health services, social work services, speech and reading services and others, the

primary concern of this book has been those services which have traditionally gone under the name of guidance—namely the informational service the counseling service and the testing and measurement service. The school counselor should be professionally competent so that he can function effectively in providing these services even though in a larger school system the measurement and diagnostic function may become the primary concern of the school psychologist. Both psychologist and counselor, however are concerned with learning and psychotherapy although the psychologist may place more stress on the remedial while the counselor stresses the developmental.

PRINCIPLES OF ORGANIZATION

It may be taken for granted that the establishment and operation of pupil personnel services in an educational institution will be determined to a great extent by the philosophy of that institution and the goals and objectives that it has set up for itself. At the college level for example the differences in the organization of personnel services, as well as the kinds of personnel services that are offered at such institutions as Harvard University and Boston University are as much as anything else a reflection of the differing philosophies of these institutions as to the purposes the goals and the objectives of a higher education. The public educational institution however whether it be at the elementary the secondary or the college level tends to reflect more than does the private institution the wishes and desires of the people. Thus Harvard College as a private institution is able to announce that its freshman enrollment will be decreased to 1 000 but the administrators of a public college or university would soon be looking for another job if they indicated that the size of the enrollment at their institution was to be decreased. When the American mother says that she wants her Willie to get a college education then sooner or later Willie will be attending college at least for a short period of time, although there may be some question as to just what he is getting. The public school of course has been in this situation for a long time and the concept of the school is reflecting the people's wishes is a basic principle in the organization of personnel services in a public school.

Arthur Jones who has probably been involved in the problems of organization of personnel services as long as any individual in the

country, lists the following as basic principles in the organization of a personnel services program

- 1 The guidance service should arise out of the interests, needs, and purposes of the students in the school which it serves
- 2 The guidance service should be continuous and serve all youth, not merely the maladjusted, in ways which will help to foster their best growth
- 3 It should be concerned with the *whole* individual in his total environment and with specific needs and problems
- 4 It should be organized to deal not only with serious problems after they arise, but also with causes of such problems in order to prevent them from arising or to prepare better for their solution
- 5 It should provide for all phases of pupil problems and pupil study
- 6 It should provide for specialists and the services of these specialists should be so organized and administered that they not only contribute in these special fields directly to the guidance program but also constantly strengthen all other members of the school personnel and help them in their problems
- 7 It should provide for securing and recording through tests and other devices adequate information regarding occupational and educational requirements and opportunities
- 8 All guidance should be directed toward improved pupil self knowledge and self-direction
- 9 A functional guidance program should be an integral part of the total school program and be vitally related to home, community and other out-of-school experiences of pupils. It should permeate the entire school
- 10 It should enlist the interest and effort of every member of the school staff
- 11 It should be as simple as possible
- 12 It should provide for leadership and for co-ordination of all the agencies of school and community for long term guidance of youth¹

Mathewson² uses the following statements to describe what he considers to be the key concepts in the organization of pupil personnel services: existing conditions, capitalization of existing potentialities, gradual development, services based on needs, participation, administrative authority, co-ordination, community liason, clarity of aim, definitive outline of functions, allocation of responsibilities, lines of organizational relationship, adequate implementation, evaluation and growth

¹ Arthur J. Jones *Principles of Guidance*, New York: McGraw Hill, 1931, pp. 507-8

² Robert Hendry Mathewson *Guidance Policy and Practice*, New York: Harper & Brothers, 1933, pp. 302-304

Stoops³ thinks of principles in terms of questions. Who shall be responsible for preparing the master program? How can it be a democratic procedure providing participation for pupils, teachers, counselors and administrators? What type of program or schedule will best fit the needs of the school?

The ideal organization of a personnel services program should be something toward which all counselors should aim, but if it is a completely unrealistic ideal, it may tend to develop cynicism and a what's the use attitude. Let us look briefly at what would appear to be desirable in the way of organization of personnel services and then at what might be considered as being absolutely *essential* if the program is to have any effect whatsoever. Under desirable might be listed the following:

1. The administration and the teaching staff should be personnel minded, and they should have enough preparation so that they have some understanding of just what the specialized personnel workers are attempting to do and what their ultimate objectives and goals might be. Certainly, every effort should be made to be certain that the teaching staff has a clear understanding of the role of the teacher and the counselor in the experiences of the children in the school. Such a thing as referral of children to counselors for disciplinary action sometimes occurs simply because the teacher does not understand the counselor's function. The administration should definitely plan a program of orientation to acquaint all school staff members with the specific functions and objectives of their various colleagues. In the long run, of course, the counselor himself has the major responsibility for this orientation as far as his occupation is concerned and the reaction of the teachers to the personnel services program is often more of a reaction to the counselor. The counselor who proceeds on the assumption that he is an expert bringing words of wisdom to the ignorant and aging teachers will get an understandably chilly welcome.

2. Some referral services should be available for the student and of course there may be a tremendous range in just what sort of referral services. In all cases, the teacher and counselor should be aware of the referral services which are often not quite as effective as they may sound. There may, for example, be such a thing as a mental health clinic, but if appointments must be made three months in advance, this will not be of much help to the teacher. If the school counseling services are as they should be, very few children will ever be referred, since the professional school counselors will be able to work

³ Emery Stoops, ed., *Guidance Services: Organization and Administration*, New York: McGraw-Hill, 1939, p. 46.

with the vast majority of the more disturbed children, while teachers will be able to function effectively with children whose disturbances are less severe. Curricular experiences may also be such that they will be meaningful and positive for all children, and this in turn will lessen the need for counseling.

3 Testing and measurement services should be available in the school for the teacher. It is quite impossible for any personnel services program to function with any degree of effectiveness if the testing and measurement discussed in Chapter seven cannot be carried out. This calls for the specialized services of an individual — be he counselor, school psychologist, or psychometrist — who has advanced preparation in the use of measurement instruments, but it also calls for teachers who have some familiarity with the use of tests and inventories. This familiarity, and skill and understanding are such an integral part of the teacher's job that no teacher who is lacking in them could be described as being properly prepared to work in a modern school.

4 Full time counselors with advanced education are necessary. In too many schools the counselor is an individual with — sometimes — a pleasing manner, but no professional preparation for counseling. In other schools, the counselor is simply one who has been in the system a long time, and he does not even have to have a pleasing manner. The counselor should be prepared to work with disturbed children and if he must refer a child who mentions that he feels like killing his mother, or that he's sick of living in the same house with his brother, then he should not be working as a counselor. It is questionable whether anyone should be considered to have an effective degree of preparation to work as a full time counselor in a school system if he does not have some experience in working with individuals, and at least a master's degree in personnel and counseling from an institution with a professionally acceptable counselor education program. Every school system should plan on eventually being able to pay for the services of a counselor who has been educated at the doctorate level, and who should thus be capable of working with all children who have disturbances of a neurotic nature.

The functions of the counselor, as well as other personnel workers, must be clarified, and the relationships between administrators, teachers and personnel workers must be clear to all who are involved — administrators, teachers, personnel workers, parents and children. The counselor should be competent enough to know his professional function, he should be intelligent enough to know what he cannot do, and he should be moral enough to know what he should not do. He should be able to distinguish between professional tasks for which he

is equipped and routine jobs professional tasks for which he is not equipped and professionally unethical and immoral acts

5 Personnel services are no longer thought of in purely vocational terms but the occupational and vocational aspect is too important to relegate to the hands of someone who knows little about it or to be considered as a part time function for some teacher who already has a full time teaching job In every high school there is a need for an occupational library that will provide information for those students who are becoming interested in their occupational futures and for many, of course the future will include plans for the continuation of their education in a college or vocational training school Such information needs interpretation and a high school of any size has need not only for a counselor who is skilled in psychotherapy but for someone else who has a particular understanding of the occupational world soon to be faced by most of the high school students Many of the students who come to such a person will not present a counseling problem but they do need assistance in the rational and intellectual planning of their future Much of the occupational literature becomes dated almost as soon as it is published and the attention of someone should be directed to keeping the library up to date

Most of the students in a high school will within a few years work either in or not far away from the community where they go to school and the vocational counselor should have an up-to-date understanding of his community and the nearby areas and he should have some understanding of job trends there in the future In many communities this poses a special sort of problem In some New England cities for example the mills have long been the major source of employment but in the past few decades have been employing fewer and fewer people In West Virginia the coal mines employ fewer and fewer workers and the number of farmers throughout the country continues to decrease Older workers generally feel that at this late stage they can not start all over again they are almost impossible to place in the local community and they have no desire to migrate to some other community where different jobs may be plentiful The younger people growing up see what would appear to be a dying town and it may be that part of the function of the personnel services in the school is to work with community leaders trying to prepare the young for positions that do not yet exist but would be more likely to become available if there were a supply of skilled labor in the community Certainly the school cannot sit by and ignore the apathy and despair that may prevail in a town because its main source of economic support appears to be withering away It is up to the community to do something about

this situation, and the public school is part of the community. The personnel workers in the school are the obvious people to work on this problem.

6 The physical surroundings and the physical equipment with which the counselors work will have much to do with the success of their program. Privacy is essential for counseling, and the counselor must have a private office if he is to be effective. He can get by if the office is small, but it must be private. This also means secretarial service so that the counselor does not have to spend time answering the telephone, talking with the visitor who may drop in when he has another client, and so on. Physical equipment should also include such major items as tape recorders and filing cabinets, and such minor items as folders in which to keep records.

7 Finally, it would be desirable to have, for all students, weekly sessions that are devoted to problems of the children rather than to such "remote" studies as algebra or literature. In these sessions there would be no academic pressure to excel, but there would be realistic discussions of problems pertinent to the students. This might be done in the homeroom if it is a full length period rather than one lasting a few minutes, as is so often the case. It could also be in the form of a regular course, but without the pressure of grades.

In any case the personnel services program is not complete unless the student, as a member of a group and without any academic pressure to get grades or to excel, has a chance to talk with his fellows, under the direction of a skilled leader, on topics that are of paramount and immediate interest to him.

It would not seem overly optimistic to hope that all school systems would aim to make these desirable items operational so that they might have a really effective personnel services program and provide the optimum educational experience for the children. It is equally obvious, however, that for many systems this would *only* be an ideal. In the meantime, the following are absolute essentials, if there is to be any hope of success, when one is considering the organization of a personnel services program.

1 The administration and the teaching staff must be neutral, or at least not completely hostile to the idea of the program. If they are hostile, they must be helped to see the benefits of the program before any direct action can be taken as to its establishment. If direct action is taken by an individual teacher or counselor under hostile circumstances it is almost certainly doomed to failure.

2 The teacher must be responsible for a small and manageable group. This will automatically be so in the elementary grades, but

often it is not the case in junior and senior high schools. The teacher might even find that the only group with which he could work would be some club or activity that he might organize. In a school where only the essentials are being met, it is unlikely that there will be a full time counselor, and the personnel needs must be met by the teacher. The teacher in the high school, however, faces an impossible task if he tries to be responsible for 280 students—the number the author had one year that he taught in a high school.

3 The teacher must have a folder for each child and a locked drawer or file in which to keep the folders.

4 The teacher who is to be involved in this missionary personnel work must be understanding and stable, one who has had some training in counseling and personnel work, and one who is capable of working with people who are highly skeptical of the work that he is doing.

We might, then, say that the following are the *basic principles* in the organization of a personnel services program.

1 The reasons for the program and the philosophy underlying it, must be understood in the community as well as in the school. Patient and time consuming work may have to be done with parent and adult groups, as well as with various staff members of the school system before the actual work on the building of the program begins.

2 The entire staff of the school must eventually feel that they are involved in the program and all of the experiences of the child, both curricular and noncurricular, must be viewed as being in some way at least allied with the more specialized phases of the personnel services program.

3 The functions of all school staff including counselors must be clearly understood by all.

4 The program must be realistically based on the actual needs of the children in a particular community and in a particular school. This assumes, then, that a careful analysis of the needs of the children will be made before the program is too far along the way. It is dangerous to take for granted that the needs of the children in Smithtown are the same as those of a group of children in Centerville or that the needs of the children in one school in Smithtown are exactly the same as those of the children in another school in the same town.

5 The personnel services program must be in a continuous stage of evaluation. Thus changing conditions may be met, and equally important, the directors of the program must not only be able to answer the question, 'What are you doing?' but must also be able to answer the question, 'What is happening as a result of what you are doing?'

This means that procedures that have been shown to be ineffective must be changed, that new methods and techniques must be continually creeping into the program which will be aimed toward the achievement of known objectives. Various testing and measurement devices should be available, so that there will be some evidence as to the extent to which the objectives are being met.

6 The personnel who are involved in personnel and counseling must be professional workers in the true sense of the term. They must not only be suited personally to their jobs, but they must also have enough professional preparation to be effective in the performance of their professional tasks.

HOW TO ORGANIZE THE PERSONNEL SERVICES PROGRAM

Let us assume that a counselor has been appointed, and since his school has next to nothing in the way of personnel services, his first problem is one of organization. He is aware of the general principles of organization. What does he actually do?

1 He makes haste slowly—in old adage, perhaps, but still one that should be remembered. There is no better way to a short and unhappy existence in any position than to come storming into the organization, a perfect stranger, determined to change things—and people—overnight. The new counselor may plan to build big but he begins small, and he is thus an individual who is neither irritating nor threatening. He is easy to accept.

2 He spends most of his time at the beginning getting the 'lay of the land.' He becomes familiar with the different personalities on the school staff, he talks with children at every opportunity, and he gets to know many of the parents in the community. He seldom tells others what should be done, but he asks many questions of many teachers, parents, children, and school administrators as to what they think should be done. He knows that the success of his program depends on the reactions of three groups of people—the school staff, the children, and the parents. He does the best he can, right from the beginning, to let these three groups know who he is and what he is trying to do and from them he gets their ideas of just what he should do. These ideas will not always coincide—in fact, they may at times be completely contradictory—but out of all of this initial contact will emerge a fairly valid picture of just what comes first as far as the personnel services program is concerned. An equally

important result should be the warm acceptance of the counselor by the school staff the children and the parents

Teachers particularly will probably warm more quickly to a pleasant person who makes it quite clear that the fact that Miss Jones has been in the school system for a good many years means that Miss Jones has much that he would appreciate learning In the majority of cases this need not be insincere flattery but an honest reaction The teacher who has been in the system a long time usually has much knowledge that would be of assistance to a newcomer and the newcomer who is a learner is always much easier to accept than the newcomer who is an expert A younger worker may have the right answers but he shouldn't display them all at once or he should at least wait long enough to find out if they are really the right answers

3 The new counselor then proceeds to determine the actual needs of the students Some of these needs may be determined by a study of the community others may be obvious from the remarks and statements of the teachers and still others may be obviously created by the curriculum or the lack of it In the long run however the students themselves are the best source of information about their own needs This would seem to be a rather obvious fact and yet quite frequently a personnel services program will be developed without a single student ever being consulted as to just what he wants and what he needs Too frequently we accept the outworn dictum that teacher, or mother or some other adult must always be right and must always know best The evidence indicates that quite frequently many adults including those who should know are quite unaware of what happen to be the pressing needs of the children of a community Some parents are so busy with church groups youth organizations and other community activities that they have no time to pay any attention to their own children It is quite possible to be come so active in combatting juvenile delinquency in the community that we allow it to develop in the home

4 When the actual problems and needs of the children are determined the counselor must find ways and means by which the largest possible proportion of the school staff can in some way become involved in the program right from its very inception Certainly anyone who has some interest in the program and feels that he can be of some assistance should be utilized Those teachers who wish to remain aloof should not be ignored but should be kept up to date with the progress of the program It should be made clear that their services would be welcomed at any time if they had

something to contribute. It is true that this may at times pose a problem, and the counselor may have to make some careful and delicate decisions if he is to avoid hurting someone, but it is almost always possible to make good use of one who is sincerely interested in what is going on. It is better to have the problem of too many people wanting to help than to have none at all.

The tentative plans should be discussed with teacher groups for their reactions and criticisms, as well as with the hope that these discussions will lead to a larger number of teachers becoming involved in the program. Weaknesses may be noted, and changes and revisions may be worked on by groups of teachers as well as groups of students who are representative of the entire student body. As a result of these discussions, the program will be "firmed up," and the role of those staff members who are to participate in the program will become definite and understood. It may also develop that some of those who wish to participate actively in the program do not feel that they have enough skill and knowledge, and various learning groups may be set up. Quite frequently the community will be a profitable source for consultants who can help the teachers to a greater understanding of some of their new tasks.

5 In the planning of the program the counselor must eventually decide what comes first; there will be only so much that he can do, and a decision must be made as to where he should start. It may be a case of one counselor in a small school, or it may be a director in a large system, but this basic problem is still the same: Where should I start, and what can I best do with the time and money and personnel that I have available? Some counselors may feel that once the ground floor is laid, they should concentrate on getting one service firmly established. This might be a counseling service, it might be an occupational library, it might be the development of a series of group guidance discussions, it might be the building up of test data on different pupils, and so on. What will come first depends, of course, on the particular needs of the school and the community, but the counselor should plan carefully before committing himself in any one direction. This will be a continuing problem in the organization of the services, and it will have to be met yearly when the budget for the program is being determined.

6 Somewhere in his organizational plans, the counselor should see that good use is made of community resources, and he will very often find that a good deal is available in the way of professional services at practically no cost whatsoever, and for one with budgetary worries this is an important point. Community agencies, state

mental health clinics university counseling and testing and guidance services religious counseling services and so on are but a few of the local services that might be a valuable adjunct to the pupil personnel services program. These services should be used but it should be clearly understood by all concerned that this is a school program and an agency or organization should be able to show that it has professional status before it is used by the school. The counselor however must be aware of all of the services that are available and he has some responsibility in trying to develop a closer relationship between the school and various community services or even to develop and use community resources if they are not being utilized.

Referral to a psychiatrist has often meant little more than passing the buck. In the modern school system the personnel and counseling services should be such that most children can be helped and very often the use of community resources is a better procedure than the vague referral to a psychiatrist.

Most school systems probably have some form of a guidance committee and the new counselor coming into a system may find himself a member of such a committee—he might find himself appointed chairman of an already functioning committee or he might have to develop one from scratch. Certainly such a committee should fit somewhere into the organizational pattern and its members should include individuals from PTAs from church groups from industry and so on. The school personnel staff can thus be kept up-to-date on the attitudes and the needs of the community can develop in the community the feeling of responsibility for the personnel services program and can more easily make use of the many resources that will improve it.

7 Finally in his plan of organization the counselor will plan for a continuous evaluation of just what is happening in the program. This is essential if he is to be able to determine the effects of the program and it is an item that is all too frequently ignored or treated in a subjective or half hearted manner. The means of evaluation of the program should be a part of the program and each phase or aspect of the program must undergo periodic scrutiny.

DIFFERENCES IN THE ORGANIZATION OF ELEMENTARY AND SECONDARY SCHOOL PERSONNEL SERVICES PROGRAMS

The general principles that have been mentioned apply to the organization of personnel services programs in all schools but there are

some very marked differences in the organization of a program in an elementary school as compared with a secondary school

1 In any school system, organization should take in grades 1 to 12, but traditionally, personnel services programs have been planned only at the high school level. Thus many personnel directors find that they must begin to develop a program in the elementary schools when they already have an established program in the secondary school

2 The needs and the problems of the students are different. Thus in the elementary school there is very little concern with occupational problems, and boy-girl relations do not yet constitute a major difficulty. This very fact, however, tends to stress the preventive and the developmental, as well as the remedial, aspects of much of the personnel work in the elementary grades. An effective personnel services program will tend to spot developing difficulties, and prompt remedial action may prevent major difficulties in the years ahead. The actual academic work of the school is a major problem, and the counselor in the elementary school is often involved in the problems that have to do with the acquisition of basic skills and knowledge.

3 This involvement in the academic problems also means that the teacher is very closely related to the personnel services program. The fact that in the elementary school one teacher works all day with one class means that he has a much closer relationship with a small group of children than has his secondary school colleague. Thus the elementary school teacher, by the very nature of his task, comes closer to being a personnel worker, although not a counselor, than does the secondary school teacher. This does not mean, however, that the secondary school teacher should not be a personnel worker, nor does it mean that there is no need for the specialized counselor in the elementary school. The elementary teacher is in a position where he can work more effectively as a personnel worker, but not all elementary teachers take advantage of their position. Some secondary school teachers, on the other hand, overcome their organizational difficulties, and work most effectively as members of a personnel services team.

In a secondary school, the term *counselor* often refers to a teacher who has been relieved of one or two teaching periods for personnel work and counseling. In an elementary school, however, the part-time teacher, part-time counselor is more of a rarity.

4 The number and the kinds of personnel involved in the personnel

services program are not always the same. On the whole remedial and other specialized personnel are more likely to be considered as part of the academic staff in the elementary school. Thus remedial reading teachers, teachers of special classes, teachers of classes for the exceptional child, speech therapists, visiting teachers, and social workers are all personnel staff, and yet frequently many of these workers will be found in an elementary school that theoretically has no personnel services program. In such a situation the major problem may be one of organization and coordination rather than the provision of new personnel workers.

5. On the whole there is a closer relationship between the home and the elementary school than between the home and the secondary school. This is quite evident by attendance at any PTA meetings and the parental turnout at school functions usually decreases as the grades go up. Elementary school children's parents are younger, they are newer in the business of parenthood, and they have fewer children to exhaust them. This interest in John's school activities, of course, is sometimes a mixed blessing, and some harried teachers probably wish that some parents would be less interested in their children's school activities. Some parents too make the unfortunate assumption that interest in their child's school work means that they can tell the teacher how he should perform his job. Such parents need to be informed gently that interest does not necessarily correlate with skill. In the vast majority of cases, however, parent interest is a healthy and desired situation, and it is unfortunate that this interest does not continue as the child progresses through the grades.

Parental pressure, of course, differs too in the different grades. A friend of the author's is a personnel director in a certain Connecticut school system where all the girls *must* go to Smith and all the boys *must* go to Princeton. In such a system it may be the function of the elementary school counselor to acquaint the parents gradually with the thought that some of their children may not be able to go to any college, that some children are better off by not going to college, that from an academic point of view where one gets his undergraduate degree probably doesn't really matter very much anyway, and that even if one is interested solely in the class appeal of an institution there are a few choices other than Smith and Princeton. It might even be said that the concern of parents is more realistic and functional at the elementary school level than at the secondary school level where the concern is too often purely a self-centered cultural reflection.

CAUSES OF DIFFICULTY IN THE ORGANIZATION OF THE PERSONNEL SERVICES PROGRAM

As the counselor proceeds to plan the organization of his program, what are some of the pitfalls? What are some of the causes of his troubles and difficulties?

1 A rigid, unbending, "no-elbow room" type of administration is often a major cause of trouble. One might assume that since the administration feels that it needs the services of personnel workers, it would be sympathetic, and to some degree share with them the personnel point of view. Sometimes, unfortunately, this is not the case. The administrative superiors of the personnel staff may have quite a different concept of the personnel function than do the personnel staff themselves. The counselor may be considered to be the principal's henchman, may be the fellow who is supposed to do the 'dirty work,' may be the disciplinarian, or may be expected to perform a series of obnoxious tasks. Theoretically, the counselor should know about this before he takes the job, but sometimes the picture may seem much different in June, when the counselor is being interviewed for the job, from what it does in December, after he has been involved in it for a few months.

The administration may be of the 'leave things-as-they are' type, on the assumption that it is dangerous to do anything that may raise questions, and the counselor may have his troubles in getting any thing new into the system or having any sort of evaluation of what is going on. The positions of some school administrators are highly political, and they are uneasy about doing anything that might offend a potential voter, thus any program that may raise problems that have been partially buried would be frowned upon.

It is even possible that the 'Rip Van Winkle' type of administration would hire a school counselor since it is the 'thing to do.' Having slept for a number of years, however, this type of administration would still imagine that educational policies and plans and curriculum should be just as they were half a century ago.

Thus the administration of the school may not always be what it appears at first sight, and it may prove to be the major obstacle in the path of the provision of an effective personnel services program.

2 Trouble is almost a foregone conclusion if the program is imposed from the top on an unwilling group of teachers and an unin

interested group of students. The counselor may have the program imposed on the staff by the principal but in his name and thus he will be unhappily tied to the principal and tarred with his brush. There will almost certainly be resentment and about the best one could expect would be apathy. There will be no agreement as to objectives and many school personnel will be expected to do things with which they disagree. The counselor may be sincere and honest but the staff and the students in the school must feel that they at least have had some hand in and thus some stake in what is happening if they are to be enthusiastic and interested participants in the personnel services program.

3 The role of each person in the program must be understood — by himself and by others — if difficulties are to be avoided. The counselor must know what is expected of him, what his responsibilities are and how much authority he has. He must also make sure that all other participants in the program know what they are expected to do and understand their relationships to the counselor. The administration and the teachers should know that the full time counselor assumes that he has the right to keep confidential whatever information may be gathered during a counseling session. Teachers should know that the counselor is not a disciplinarian who can be expected to get children to obey the rules and regulations; they should also know that the counselor is acceptant of his clients and it is quite possible that some teachers may be called many names without having the counselor rise to defend them. Counselors should know just what the teachers expect them to do and there should be some ultimate agreement between the two groups as to where they share common tasks and where they part company and have different tasks. It is important that these discussions of functions, expectations and objectives should take place with the entire faculty present since each person should have a chance to hear the other person indicate his concept of his job. Each individual should also be able to get the reactions of the group to his ideas and changes may be made so that more will be satisfied although it is neither likely nor desirable for an entire school staff ever to see eye to eye with each other as to functions and objectives.

Many counselors come into a school system without even being introduced to the various teachers and no one is ever let into the secrets of what the counselor is supposed to be doing. This may be mostly a problem in communications but there is no doubt that some of the counselor's troubles develop because of the lack of understanding by others of his function and at the same time an

be aware of the organization of services in different schools throughout the country. A few examples are presented here, and the reader may find that some of the organizational procedures that are suggested would be suitable for his own system. In checking around the country, the author would feel that these schools are fairly representative of those that might be said to range from good to excellent in the quality of their personnel services programs.

In City A there are 26 elementary schools, with a population of 9,078 children, four junior high schools, with a population of 3,415, one high school, with a population of 2,336, and one technical vocational high school with a population of 350. There are full time counselors in the junior and senior high schools, as well as a few part time counselors in the senior high school. The relationship of the director of personnel services to all principals is one of consultation, service, leadership, and co-ordination, but not authority. In Figure 2

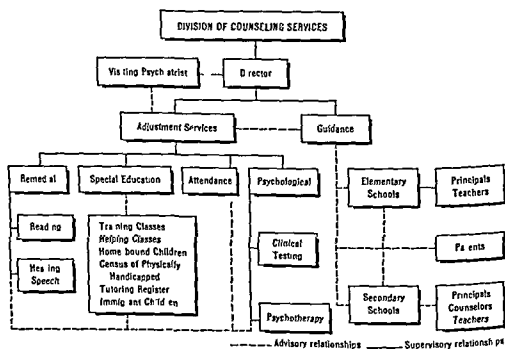


Figure 2

it may be noted that the director is called the director of the division of counseling services. He has a direct responsibility for the system wide 'adjustment services' but more of a consultant relationship to the personnel services in each school.

In City B there are 57 elementary schools, with a population of 19,984, four junior high schools, with a population of 3,715, and four senior high schools, with a population of 4,170. In 18 of the elementary schools there are seventh and eighth grades, which will eventually be absorbed into new junior high schools. The director of guidance, the supervisor of attendance, the reading consultants, the director of child study, the educational adjustment examiner, and the elementary school counselor are all directly responsible to the superintendent of schools. This plan of organization, indicated in Figure 3, will probably mean that the different divisions tend to go off

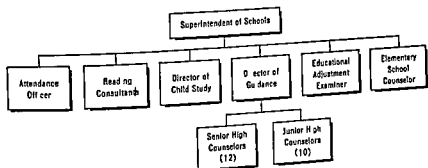


Figure 3

in different directions, lacking any central co-ordinating authority, since the superintendent has a multiplicity of other duties. This would be a good example of excessive centralization and it would seem more logical that all of these services should come under the director of personnel services and that he should have the responsibility for their effective administration. In a large school system such as this one, it would be preferable for the full-time occupation of the director of personnel services to be that of administration.

In City C there are eight elementary schools with a population of 2,622 students, one junior high school, with a population of 716 students, and one senior high school, with a population of 982. It may be noted in Figure 4 that the child guidance services director has a direct supervisory relationship to the school system's adjustment services, and an advisory relationship to the personnel staff in the elementary and secondary schools, including the counselors as well as the teachers and principals. Thus the personnel services director in City

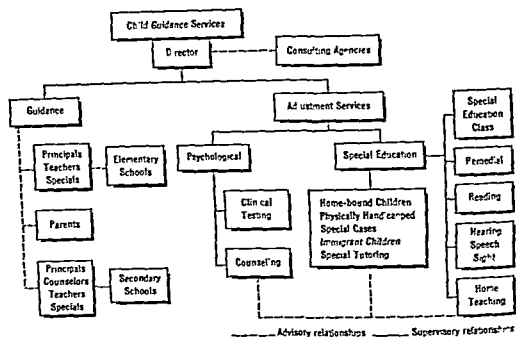


Figure 4

C, as in City A, has responsibility for the direction of the city wide personnel services, but not for the personnel services in the individual schools. This is understandable since the top man in any one school is the principal, and he would be in a difficult position if some of his staff members, such as counselors, were responsible to someone outside of the school. This does point out, however, the necessity for having principals who are 'personnel minded', since the counselor who is responsible to an unsympathetic principal will have a difficult time, even if he has the support of the city director of personnel services.

In Town D there are four elementary schools, with a population of 1,200, and one high school, with a population of 625. As is often the case in a small system, the director of guidance here has no clearly defined functions or responsibilities. He has his office in the high school and does most of his work there. He is responsible to both the principal of the high school and the superintendent. He has an advisory relationship to the two special teachers in the elementary schools, and to the principals of the elementary schools. In this small system this organizational procedure, shown in Figure 5, works well, but such an informal plan would not be likely to be effective in a larger system where the lines of responsibility must be more sharply defined.

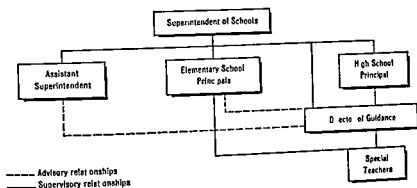


Figure 5

It may be noted that in three of those school systems the term "guidance services" still remains in effect.

The counselor who is looking forward to the organization of a rapidly expanding system, or who faces the more difficult task of the reorganization of a somewhat static system, must pick from organizational procedures and plans those that will be most effective for his system. It is doubtful, however, that he will end up with an organizational plan exactly like any of those he has seen or investigated, since in each community it must be a tailor made affair, fitted especially to the schools and the community that it serves.

It is also interesting to note the organization of pupil personnel services at the state level. The variety of patterns are illustrated by Figure 6, for the state of Ohio, Figure 7, for the state of Connecticut,

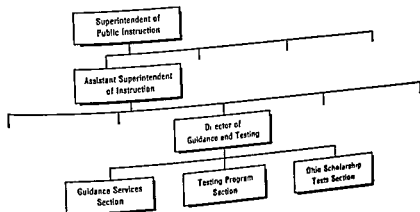


Figure 6

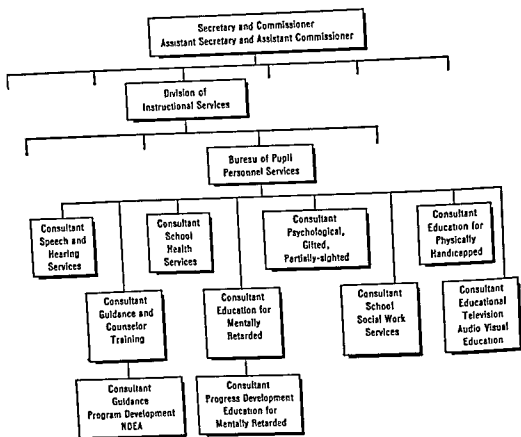


Figure 7

and Figure 8, for the state of New York. It may also be noted that these three states would be considered to be among the best in the

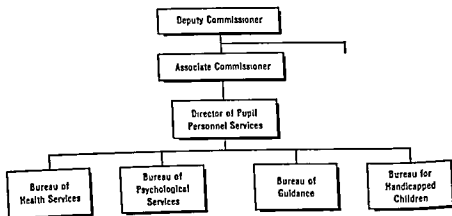


Figure 8

country with regard to their leadership in the development of pupil personnel services in the schools

Thus at the state level too there is no one particular pattern of organization, although the general trend is to have a major office bureau or department which is in charge of all pupil personnel services in the schools. There is some move too to staff these offices with competent professional workers rather than with politicians of the correct political color. The next decade will almost certainly see major changes in the organization and administration of pupil personnel services at the state department level.

BOOKS TO READ

- HATCH Raymond N and Buford Steffire *Administration of Guidance Services* Englewood Cliffs Prentice Hall Inc 1958
- MATHEWSON Robert H *Guidance Policy and Practice* New York Harper & Brothers 1955
- Physical Facilities for School Guidance Services* Washington U.S. Dept. of Health Education and Welfare O E 25013
- ROEBER Edward C Glenn E Smith and Clifford Erickson *Organization and Administration of Guidance Services* New York McGraw Hill 1955
- STOOPS Emory ed *Guidance Services Organization and Administration* New York McGraw Hill 1959
- WOOLFE Maurice P and Jeanne A Woolfe *The Student Personnel Program*, New York McGraw Hill 1953

INDEX

A

- Absences from school 81 82
- Achievement
 - definition 279 80
 - tests 280 83
- Advice 176 79
- Ahmann J Stanley 266 269
- American Personnel and Guidance Association 21 87 94 95 345
- American Psychological Association 108
- American School Counselors Association 87 95
- Anastasi Anne 299
- Andrew Dean C., 48 266
- Aptitude
 - definition 286-87
 - tests 288 89
- Arbuckle Dugald S 19 26 99 126 156 211 333
- Athletics 365-66
- Autobiography 313 14
- Axelrod S 321 322 317

B

- Baron Denis 299
- Barr John A., 100 156
- Barry Ruth 315

- Beauchamp Mary 83 101
- Bell Howard M. 65
- Benedict R F., 5
- Bennett Margaret E., 351 346
- Bernard Harold W 83 101 121 299
- Billett Roy O., 315
- Birth control 16-17
- Blake Mabelle B., 161
- Bordin Edward S 161 211
- Bowman Fred Q 161
- Boy Angelo 19
- Brameld Theodore 26 40
- Brammer Lawrence M., 211
- Brenfenbrenner Martin 12
- Brewer John M., 161 320
- Brown C G., 346
- Burke Harold R 352
- Buros Oscar K 264 299
- Burton Arthur 211
- Bisacker William F 164
- Bush Robert 156

C

- Cantor Nathaniel 156
- Carroll Herbert, 83 125
- Cartwright Darwin 350
- Case study example 300 315

Children

- achievement, 80 81
- attitude toward, 18 20
- creative, 52 53
- defects, 79 80
- intelligence, 78 79
- needs, 44-49
- problems, 50 70
- self concept, 75 77

Choice, freedom of, 24

Client, dependence of, 210 11

Client centered counseling 162, 169 89

Clubs, 364 65

Cohn, Thomas, 386

Coleman, James C., 345

Combs, Arthur, 172, 173

Compton, F. E., 61

Conant, James B., 24 25

Cottle, William C., 190, 211

Council on Basic Education, 31, 96

Counseling

definition, 161 68

examples, 214 51

goals, 166 68

methodologies, 168

preparation 189 91

stages, 189 202

termination, 199 201

Counseling, multiple, 353 54

Counseling, vocational, 321

Counselors

control by, 173 76

functions, 105 7, 110 14

problems, 202 11

responsibilities, 108 12

Culture

definition, 5

phenomena, 15 22

precepts, 4 9

D

Danielson, Paul J., 299

Data, use 269 71

Deignan, Francis J., 372

Detjen, Ervin W., 126

Detjen Mary F., 126

Devereux, George, 156

Diagnosis

in counseling, 185 89

definition, 314 15

Dickson, W. J., 14

Discipline and teaching, 147-49

Disher, Dorothy, 345

Downie, N. M., 190, 211

Driver, Helen I., 354, 374, 386

Dunsmoor, Clarence C., 101

E

Eclecticism in counseling, 179 83

Edelfelt, Roy A., 97

Education, compulsion in, 20

Educational information

and the curriculum, 337

distribution, 314-45

purposes, 329 32

Ego psychology, 42-43

Ellis, Albert, 175

Engle, T. L., 50, 315

Erickson, Clifford F., 104, 413

Erikson, E. H., 42

Evrauff, William, 100, 157

Existentialism, 44

F

Family, modern, 15 17

Farwell, Gail F., 97

Fenton, Norman, 123

Fiedler, Fred, 169

Foley, J. D., 163, 169

Follow up in counseling, 201-2

Freud, Sigmund, 42

Fryer, Douglas, 161

G

Gage, Nathaniel, 299

Getzels, J. W., 20, 52 53

Giles, Lambert, 345

Gilmore, James L., 97

Ginsberg E., 320, 322, 347

Ginsberg J. S., 320, 322, 347

Glanz, Edward C., 386

Glaser, Robert, 36

Glock, Marvin D., 266, 299

Goldman, Leo, 299

Gordon, Ira, 156

Gordon, Thomas, 386

Group

characteristics, 349 55

democratic, 370 71

organization 378 83

Group activities, 355 68

Group counseling, 353

Group dynamics, 350

Group guidance, 350 53

Mooly, George J., 47, 83
 Mooney, Ross L., 50
 Moore, Helene, 71
 Mortensen, Donald G., 87, 97
 Mowrer, O. Hobart, 164, 169, 211
 Multiple counseling, 353 51
 Munson, Harold L., 340, 345
 Murphy, L. B., 357
 Myers, C. Roger, 124

N

National Defense Education Act, 21, 24, 267
 National Vocational Guidance Association, 86, 87
 Neill, A. S., 20, 40, 371
 Norris, Willa, 324, 339, 340, 344, 347
 North, Robert D., 97

O

Occupational information:
 and curriculum, 332 36
 definition, 320 22
 distribution, 337-44
 purposes, 323 28
 Ohlsen, Merle M., 350 353
 Opler, Marvin K., 5
 Opportunity, equality of, 7
 Organization of personnel services
 in elementary and secondary schools, 401 3
 examples, 407 13
 principles, 391 98
 problems, 404 7

P

Parent Teachers Association, 127
 Parsons, Frank, 320
 Patterson, C. H., 211
 Peers attitudes, 74 75
 Pepinsky, Harold B., 104, 122, 163, 211
 Pepinsky, Pauline N., 122, 163, 211
 Personality
 definition, 289 90
 tests, 290 99
 Personnel services
 functions, 96 97
 meaning, 86 91
 misconceptions about, 91 95
 philosophy of, 89 91

Peters, Herman J., 97
 Peters, Mildred, 100, 157
 Placement, 346 47
 Pomeroy, Wendell B., 66
 Positivistic psychology, 43-44
 Pragmatism of Americans, 7
 Prescott, Daniel A., 123
 President's Commission on National Goals, 39
 Problems
 definition, 50
 identification, 70 83
 Prognosis, definition, 315
 Psychoanalysis, 41-42
 Psychology
 ego, 42-43
 positivistic, 43-44

Q

Questions in counseling, 204 8

R

Rapport in counseling, 191 96
 Recktenwald, Lester N., 103
 Records in schools, 252 62
 Redl, Fritz, 101, 121, 157, 376
 Reflection in counseling, 179
 Reliability of tests, 263
 Remmers, H. H., 51, 299
 Reports in school, 260 61, 308 13
 Rewards and punishment, 58 59
 Rickover, Admiral, 96
 Rinn, John L., 350, 374
 Roe, Ann, 347
 Roeber, Edward C., 413
 Roethlisberger, F. J., 14
 Rogers, Carl, 42, 43, 102, 164, 169, 172, 211, 331
 Rosecrance, Francis C., 98
 Rothney, John W. M., 98, 299, 315
 Rummel, J. Francis, 299
 Ruzalem, Herbert, 172

S

Sanderson, Herbert, 103, 315
 Saum, James A., 97
 Schmuller, Allen M., 87
 School
 changes, 33 39
 competition, 57 58

Schools Cont'd.

- criticisms, 26-30
- expectations, 59 60
- federal control, 39
- functions, 30 33
- School day, length, 31 35
- School psychologist, 88, 100
- School, social worker, 107
- Sechrest, Carolyn A., 315
- Self acceptance, 54 56
- Self understanding, 197 99
- Sex as a problem, 66 70
- Sheer, Daniel E., 174
- Shimberg, Benjamin, 51
- Shoben, Edward Joseph, 19, 164
- Shostrom, Everett L., 211
- Silence in counseling, 208 9
- Skinner, B. F., 43, 83
- Slavson, Samuel R., 352
- Smith, Glenn F., 163, 211, 413
- Smith, Leonard, 315
- Snygg, Donald, 173
- Social information-
 - and curriculum, 337
 - distribution, 345
 - purposes, 332
- Sociograms, 257 59
- Stability of Americans, 46
- Starr, Irving, 50, 51
- Stellre, Buford, 97, 143
- Stewart, Robert S., 83
- Stoops Emery, 98, 393, 413
- Strong, Melvin W., 350, 386
- Student government, 366 68
- Study hall, 360-61
- Sullivan, Harry S., 163, 177, 211
- Super, Donald, 321, 322, 326, 347

T

Teacher

- attitudes toward children 77 78
- as counselor, 104 21
- and discipline, 147-49
- as friend, 116
- functions, 110 14, 153 56
- mental health, 158-61
- personality, 122 38
- responsibility, 104 10
- role in personnel services 99 108
- traits, 129 36
- unrealism, 118
- Teacher counselor, 99 100
- Termination in counseling, 199 201
- Testing program, 265-69
- Thelan, Herbert A., 374, 386
- Thomas, R. Murray, 299

- Thorndyke, Robert L., 299, 317
- Thorne, Frederick, 174, 180
- Tiedeman, David V., 347
- Tolbert, E. L., 49, 211
- Travers, Robert M. W., 299
- Travler, Arthur F., 97
- Turrell, Archie M., 102, 103

U

- United States Department of Labor, 11, 14 62, 321, 339

V

- Validity in testing 263
- Vocational choice, theory, 322
- Vocational counseling, 321
- Vocational development 321
- Vocational guidance, 321

W

- Wahlquist, Gunnar L., 93
- Walker, Charles R., 14, 325
- Walters, Jane 368, 373, 386
- Wattenberg, William W., 101, 121, 137
- Weeks, Robert P., 12
- Weitzel, Henry J., 102, 103
- Wheeler, A., 42
- Whitaker, Carl A., 161
- White, Mary Alice, 98
- White House Conference on Children 18, 23, 321, 312
- Willey, Roy Delert, 47 48 296 350 346
- Williamson, E. G., 163, 169 177, 180
- Wolf, Beverly, 315
- Woolfe, Jeanne A., 374, 413
- Woolfe, Maurice P., 374 413
- Women role in work, 12 14
- Work-
 - as a problem, 61-65
 - world of 10 15
- Work experience 311-43
- Workers attitudes, 14
- World shrinkage 21
- Wrenn, C. Gilbert 40 41

Y

- Yeo J. Wendell 64 315
- Youth, problems in employment, 11 12

Z

- Zapoleon, Marguerite W., 14
- Zeran, Franklin R., 321 339 311 317

something to contribute. It is true that this may at times pose a problem, and the counselor may have to make some careful and delicate decisions if he is to avoid hurting someone, but it is almost always possible to make good use of one who is sincerely interested in what is going on. It is better to have the problem of too many people wanting to help than to have none at all.

The tentative plans should be discussed with teacher groups for their reactions and criticisms, as well as with the hope that these discussions will lead to a larger number of teachers becoming involved in the program. Weaknesses may be noted, and changes and revisions may be worked on by groups of teachers as well as groups of students who are representative of the entire student body. As a result of these discussions, the program will be "firmed up," and the role of those staff members who are to participate in the program will become definite and understood. It may also develop that some of those who wish to participate actively in the program do not feel that they have enough skill and knowledge, and various learning groups may be set up. Quite frequently the community will be a profitable source for consultants who can help the teachers to a greater understanding of some of their new tasks.

5 In the planning of the program the counselor must eventually decide what comes first, there will be only so much that he can do, and a decision must be made as to where he should start. It may be a case of one counselor in a small school, or it may be a director in a large system, but this basic problem is still the same. Where should I start, and what can I best do with the time and money and personnel that I have available? Some counselors may feel that once the ground floor is laid, they should concentrate on getting one service firmly established. This might be a counseling service, it might be an occupational library, it might be the development of a series of group guidance discussions, it might be the building up of test data on different pupils, and so on. What will come first depends, of course, on the particular needs of the school and the community, but the counselor should plan carefully before committing himself in any one direction. This will be a continuing problem in the organization of the services, and it will have to be met yearly when the budget for the program is being determined.

6 Somewhere in his organizational plans, the counselor should see that good use is made of community resources, and he will very often find that a good deal is available in the way of professional services at practically no cost whatsoever, and for one with budgetary worries this is an important point. Community agencies, state